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ABSTRACT

A third volume of materials for special education resource specialists is presented concerning the resource specialist room, scheduling and grading, diagnosis and assessment, individualized education program (IEP) development, material selection, and screening. The first section includes diagrams of room arrangements, while the second section includes sample elementary and secondary school schedules with options for the resource specialist program. The third section includes a list of principles for planning a remediation program and information on tests for assessing students. The fourth section presents information on the objectives and procedures for the IEP; guidelines for writing objectives; and a guide to tests that indicates the type of test, areas tested, and advantages/disadvantages of the test. The fifth section presents guidelines for evaluation methods and materials, suggestions on classroom modifications of written materials, and suggestions for the regular classroom teacher regarding various disabilities. The sixth section contains a screening checklist for classroom teachers that covers discrepancies in the child's behavior, auditory and visual difficulties, kinesthetic/motor difficulties, and behavior symptoms. Questions concerning other agency and parent reports, self reports, classwork, and classroom observation are also presented. (SEW)

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RESOURCE SPECIALIST TRAINING RESOURCES

VOLUME III

Developed for the

SPECIAL EDUCATION RESOURCE NETWORK

By

Ruth Wharton Brown

SERN Resource Service Center

Sacramento County Office of Education

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III

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THE RESOURCE SPECIALIST

This section is comprised of many materials from which a total inservice or a series of trainings could be developed over a period of time. In addition to the above suggestion, trainers may choose to select materials from this section for duplication as handouts to participants.

Resource Specialist Room-Physical layout and Program

CONTENT	ACTIVITY	MEDIA	HANDOUTS
Take a "wish list" approach, yet be aware of the constraints and limitations of facilities in many areas.	New Resource Specialist - Provide participants with graph pages and copies of layout examples. Allow time for cut out and arranging of furnishings and sharing between their peers.		Physical Layout Charts
	Resource Specialist with facilities already set up and functional should have time for sharing what has or has not worked with regard to physical arrangement and scheduling.		
Discussion of creativity in making appropriate and safe furnishings for use in the classroom.	Brainstorm list of possible sources of materials and equipment.		
Present information on scheduling and grading for resource teachers.			

STRUCTURING THE RESOURCE SPECIALIST ROOM

Resource Specialist rooms should be flexible enough to handle a variety of different needs at any given time. The Resource Specialist will need to carefully design the placement of furniture and equipment so as to build into the room a certain amount of structure and privacy.

There are at least three different areas that should be clearly defined: (1) an individual study area, (2) a group study area and (3) a reinforcement area. A fourth area may be established to handle time-out situations. Work stations for both the teacher and aide or volunteers are also a must.

The individual study area should include study carrels. If carrels are not available, single desks can be physically separated through the use of large pieces of cardboard or any similar material. The primary function of the cardboard or carrels is to cut down on visual and auditory distractions. Individual carrels may also serve as listening centers through the use of head sets, tape cassettes, language masters, etc. Programmed machines may also be set up in carrels. Prior to establishing such centers, consider the adequacy and location of electrical outlets.

Group study areas should include table and chair arrangement suitable for handling several small groups. In an elementary setting, chairs should be of various heights. Bulletin board and chalkboards should be in close proximity and portable ones may serve as dividers to separate groups from individual students.

The reinforcement area may revolve around an area which has comfortable settings and a rug, cupboards and bookcases. This area should be visible to the teacher and aide and should contain magazines, books, games, etc.

If a time-out area is necessary, it should be an area physically isolated within the classroom. Many resource specialists use a corner of the room with one chair in it. Above all, it should be an area away from the other pupils and distractions, and one that gives the pupil time to get in touch with self.

Equipment

Resource Rooms vary in the kinds and amounts of physical plant equipment, however, the following items are frequently found:

Normally supplied by principal as standard equipment --

3 - 8 study carrels or large 3-sided cardboard sheets
5 - 8 individual desks and chairs
several blackboards
several bulletin boards
bookcases of various sizes

Some of these items may serve double purposes by being used to divide the room into separate areas.

1 - 3 large tables
4 - 12 chairs of varying heights
file cabinets
1 large cabinet for storing AV equipment

Normally supplied by Resource Specialist --

an area rug
overstuffed chairs
open files, boxes,or shelves -- one for each student -- stackboxes or individual corrugated drawers

Hardware which many Resource Specialists usually find helpful include:

cassette recorder
listening centers (headsets)
record players
opaque projectors
individual filmstrip previewers
language masters or audio flash card readers
tachistoscope
controlled readers
overhead projector

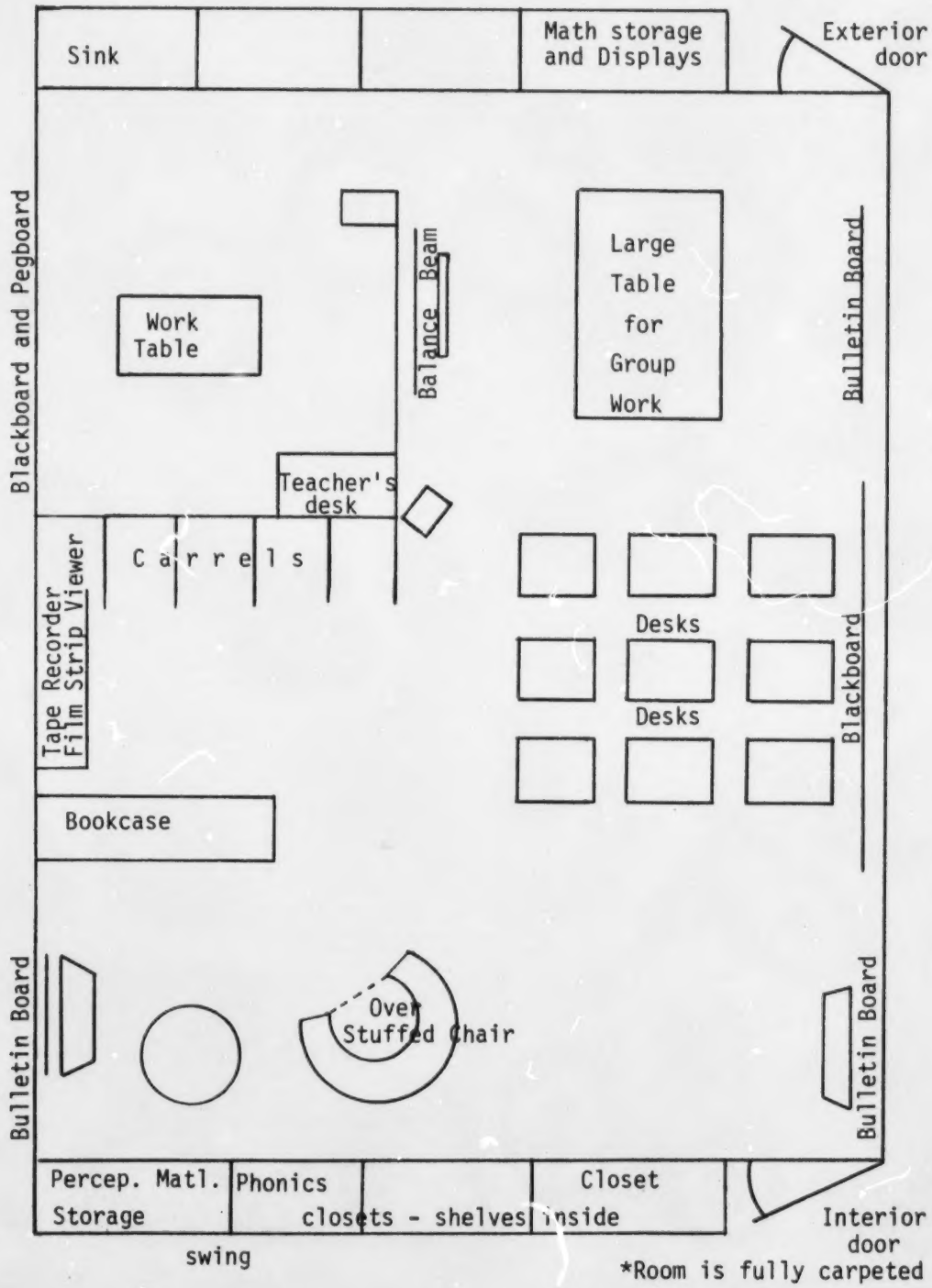
Other items to keep in mind when planning the room's organization include the availability of electrical outlets, facilities for storage of materials, areas for quiet activities, and space for gross motor skill development.

Dividing the educational setting into a number of appropriate areas is especially important in the Resource Room program for a number of reasons. It allows:

1. The Resource Specialist to provide learning-handicapped students with the structure most have not incorporated in their learning style.

2. The Resource Room to function as a variety of individual learning environments appropriate for many students with special needs.

3. The student to connect positive reinforcement with learning--a technique which is frequently lost in the large, regular classroom situation.


Sink
Math storage and Displays
Exterior door
Blackboard and Pegboard
Work Table
Balance Beam
Large Table for Group Work
Bulletin Board
Teacher's desk
Carrels
Tape Recorder
Film Strip Viewer
Desks
Desks
Blackboard
Bookcase
Bulletin Board
Over Stuffed Chair
Bulletin Board
Percep. Matl. Storage
Phonics
closets - shelves
Closet
inside
swing
Interior door
*Room is fully carpeted

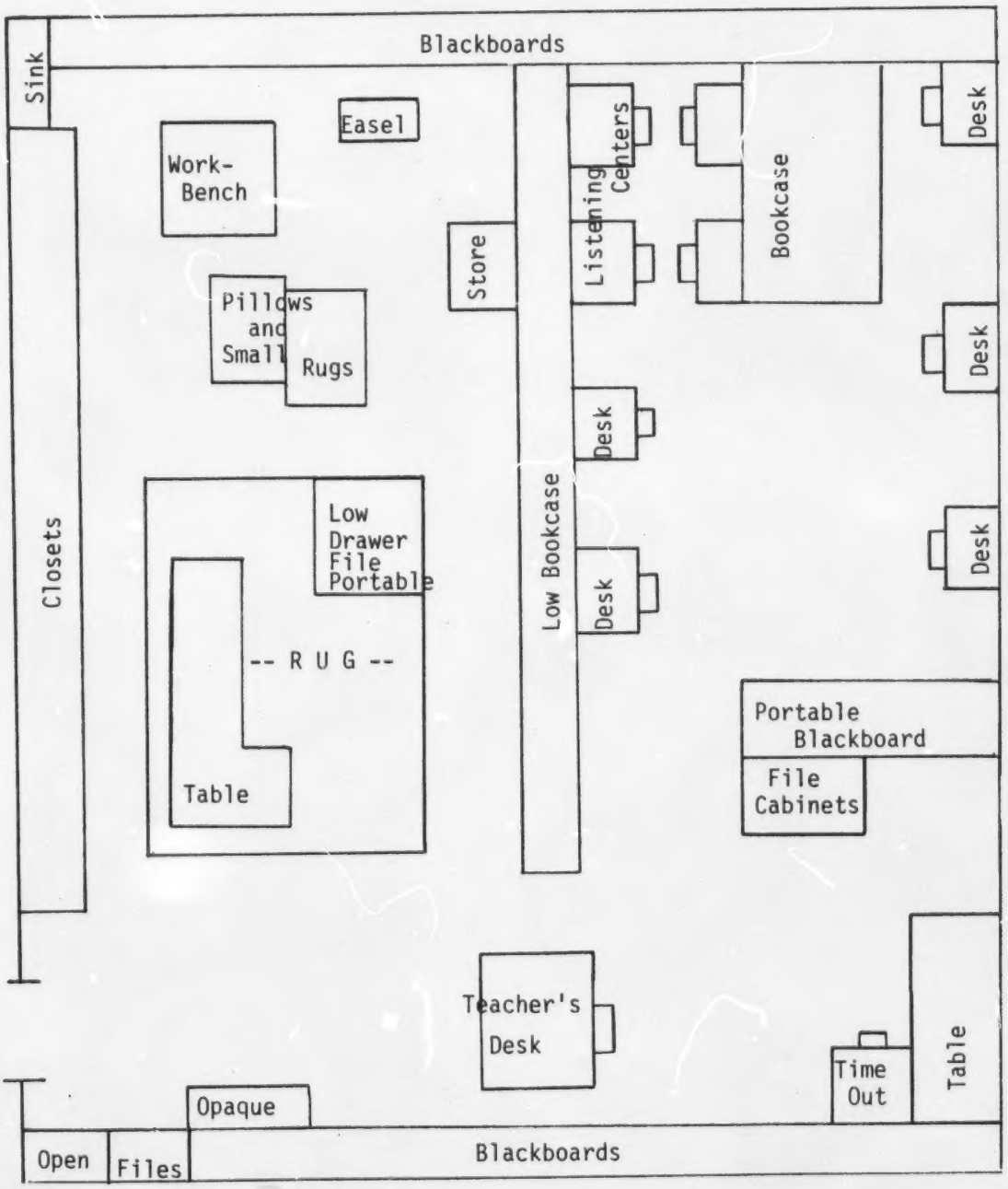

Blackboards
Sink
Easel
Work-
Bench
Store
Listening
Centers
Bookcase
Desk
Pillows
and
Small
Rugs
Desk
Desk
Low
Drawer
File
Portable
Low Bookcase
Desk
Closets
-- R U G --
Table
Portable
Blackboard
File
Cabinets
Teacher's
Desk
Time
Out
Table
Opaque
Open
Files
Blackboards

Figure 2

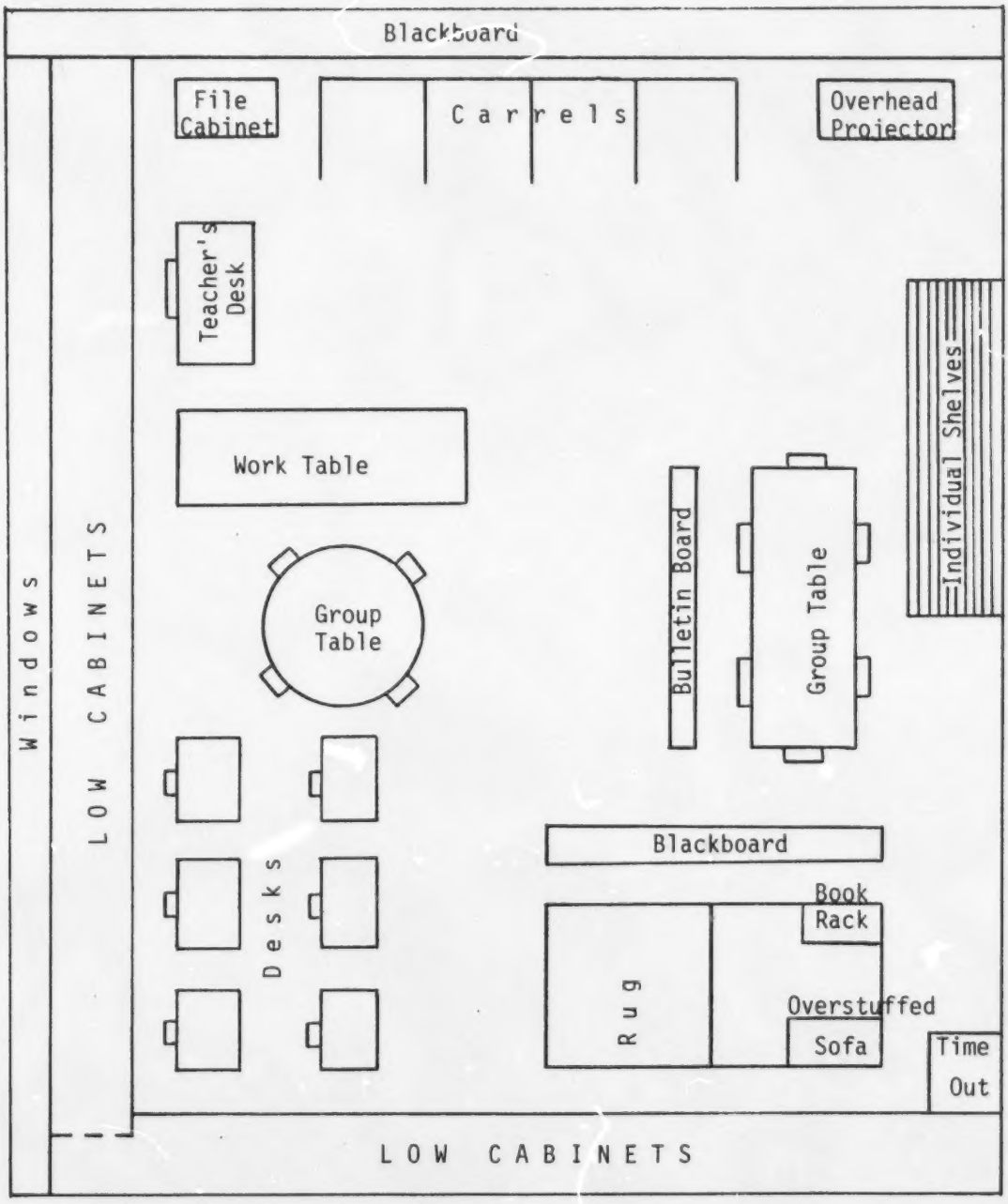

Blackboard
File Cabinet
Carrels
Overhead Projector
Teacher's Desk
Work Table
Individual Shelves
Windows
LOW CABINETS
Group Table
Bulletin Board
Group Table
Desks
Blackboard
Book Rack
Rug
Overstuffed Sofa
Time Out
LOW CABINETS

Figure 3

SCHEDULING AND GRADING

COMPILED BY:

JOHN AND CINDY LA LONDE
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS OFFICE
RIVERSIDE, CA

This initial period should not get the reputation of being free time for resource teachers. Classroom teachers become justifiably concerned when other school personnel appear to have nothing to do. Resource teachers, therefore, should take the time to explain quite carefully to the school staff just what the purpose of the period is and what activities will relate to planning and organizing the resource program and to assessing pupils who are likely to need resource support during the school year. Of course, the resource teacher should be visibly busy at all times, especially during this initial start-up period.

After the first two or three weeks of school, resource teachers should be fairly well organized regarding the program and well informed about the school. That is, they will have assessed and assigned a few students to the resource program, organized their classrooms, met trouble spots that might exist in the school (such as the teachers who are likely to refer too many or no children), and located a few students who might need special support but who have not yet been referred. The time has now come for the resource teacher to begin providing direct and indirect services.

Before discussing the preparation of student and teacher schedules, one additional point should be made. In some situations, the new program may not be allowed a two or three-week "grace" period. The resource teacher may be given a list of students the first day of school and expected to begin the instructional program immediately. We believe that this type of placement procedure should be avoided if possible because it places an undue burden on the resource teacher. It is difficult, if not impossible, to begin relevant instruction without first completing a proper assessment. If resource teachers are expected to provide educational support on the first day of school to a full case load of children, they should arbitrate the matter with the school building principal or Special Education administrator. Of course, seeking this alteration should be approached in a professional manner; the rationale for a two or three-week planning period should be carefully spelled out, and the resource teacher's activities during this period should be clearly specified. The resource teacher can point out that each teacher's load would be five or six students at the end of the first two weeks of school and that additional students would be added on a weekly basis until the full load had been reached. This process should take no more than six weeks. By phasing new children into an ongoing, operational program, difficulties in scheduling can be managed easily and ample time for assessment can be found.

SCHEDULING

One tedious and time consuming task confronting the resource teacher is preparing and keeping student schedules. Included in this task are arrangements with individual teachers in order for students to receive assistance in the resource room. Resource teachers also must schedule their own time so as to include sufficient time each school day for planning, assessment, and consultation.

Careful consideration and deliberate planning are necessary for developing a schedule that will work agreeably in a given school. The following example will illustrate one difficulty in developing a suitable schedule.

Let us say that a resource teacher has ten students who are severely impaired in reading ability. These children vary markedly in mental ability, type of reading disorder, age, and temperament. How are they all to be grouped for instruction and scheduled to come to the resource room? To complicate matters further, some teachers want the children to attend the resource room during periods specified for reading in the regular classroom; other teachers refuse to release the child at that time; others prefer to have the resource teacher instruct the child in the regular classroom.

It is obvious from this example that attaining a proper, agreed-on working schedule requires serious attention. To help, this section presents several example schedules that have been found useful in some schools.

The first useful schedule is the staggered procedure. In this schedule, children report to the resource room for no longer than one-half hour at a time. However, they may return to the resource room two or even more times during the school day. A schedule of this nature may look like this:

8:30 - 9:00	Preparation
9:00 - 9:15	Reading (3 Pupils)
9:15 - 9:30	Reading (3 Pupils)
9:30 - 9:45	Reading (2 Pupils)
10:00 - 10:15	Reading (3 Pupils)
10:15 - 10:30	Mathematics (4 Pupils)
10:30 - 10:45	Mathematics (2 Pupils)
11:00 - 11:30	Consultation
11:30 - 12:00	Lunch
12:00 - 12:30	Lunchroom duty
12:30 - 12:45	Spelling (3 Pupils)
12:45 - 1:00	Handwriting (5 Pupils)
1:00 - 2:30	Assessment and Consultation
2:30 - 3:00	Social Studies (5 Pupils)

In this staggered schedule, the resource teacher is emphasizing direct teaching, independent exercises, and reinforcement. Each child spends one-half hour at a time in the resource room on a school activity in which he/she is experiencing difficulty.

Here is an example illustrating this schedule. Steven is an 11-year old boy with pronounced problems in reading, writing, and attention. He reports to the resource room at 9:00 a.m. The resource teacher works directly with Steven and two other children for ten minutes on a reading lesson. Steven and his two schoolmates are then sent to another desk for 15 minutes of independent exercises on the material covered during the direct instruction. Five minutes later, three other students enter the resource room for help in reading. At the end of their ten-minute direct instruction, they also go to another part of the room for a back-up exercise, and Steven and his schoolmates return to the teacher's desks so that the teacher can check and reinforce their work. Once this is completed, they return to their regular classrooms and two other pupils enter the room for resource instruction. This procedure is repeated with various students in reading and mathematics until 11:00, when the teacher begins to consult with other teachers or parents. Steven will return to the resource room at 12:45 for help in handwriting.

Proceeding in this manner, the resource teacher may wish to provide the regular classroom teacher with back-up exercises for use with Steven or even to give the boy additional work to be done at home. In any event, Steven has had one hour of resource support each day devoted to correcting a specific problem he is experiencing in school.

Barksdale and Atkinson (1971) suggest a different type of scheduling sequence that they find helpful in dealing with students in a resource program. Their schedule is as follows:

8:30 - 9:00	Planning and Preparation
9:00 - 10:15	Instructional Session, Group I
10:15 - 11:30	Instructional Session, Group II
11:30 - 12:00	Lunch
12:00 - 1:15	Instructional Session, Group III
1:15 - 2:30	Instructional Session IV
2:30 - 3:15	Conference time with students, parents, regular teachers, other personnel

They report that this schedule was markedly enhanced by the presence of a full-time supportive person (an aide) in the resource room. Because of the aide's presence, the resource teacher could briefly visit the regular classrooms from which the pupils were referred. In addition, the presence of an aide gave the resource teacher plenty of opportunity to conduct adequate individual assessment, thereby allowing the resource teacher to fulfill all three roles ascribed to his/her position.

Another schedule has been proposed by Hawisher (1975). She reported that this particular schedule was popular in South Carolina in learning disabilities resource programs:

8:00 - 9:00	Pre-School Planning
9:00 - 9:45	Group A
9:30 - 10:15	Group B
10:00 - 10:45	Group C

10:30	11:15	Group D
11:15	11:45	Planning Time
11:45	12:30	Lunch
12:30	1:15	Group E
1:00	1:45	Group F
1:30	2:15	Group G
2:15	3:10	Post-School Planning

In this schedule, the resource teacher can work with two or three students for 30 minutes of individualized instruction. Children in this group would then work independently for 15 minutes after the arrival of the next group. Hawisher noted that some resource teachers scheduled children on an alternative basis. For example, Group E can be divided into two subgroups, E^1 and E^2. E^1 may visit the resource room on Mondays, Wednesdays, and Fridays whereas E^2 attends only on Tuesdays and Thursdays. The drawback is that this schedule allows no time for individual assessment and observation or for consultation in the regular classroom. Dropping one group and substituting these activities during that period rectifies the problem.

These three schedules do not allow for classroom observation and consultation during prime instructional time within the classroom. Therefore, daily schedules that include constant direct supervision of children should be modified so that resource consultation/observation can be conducted appropriately within the classrooms when it is most relevant--during instruction and independent study times. That is, direct instruction should occur two or three or four days each week, and alternate days spent in each setting would depend on the degree of classroom involvement desired or possible within the local situation.

These example schedules should provide the resource teacher with models from which to select, modify, or build upon. Most teachers probably will never find a perfect schedule. But resource teachers may wish to try each schedule until they find one that is best suited to their talents and to the needs of the children in their school. Even though a usable schedule may have been found, teachers should consider changing its portions from time to time to accomodate changing needs.

MOVEMENT BETWEEN CLASSROOMS

In any resource program operation, students have to move back and forth between the regular classroom and the resource room throughout the school day. It is inefficient and too time consuming for a resource teacher to supervise movement by dropping students off and picking them up. Resource teachers who do this spend an inordinate amount of time walking around in the school halls. Consequently, children must be required to walk unsupervised between the classrooms. In some schools, and with most children, this provides no difficulty. In other schools, and with a few children, this unsupervised movement is potentially harmful to the resource program operation and occasionally also to the resource student.

Consider, for example, a school in which discipline is a serious problem and/or where Betty, the student coming to the resource room, is a conduct problem. If other children are in the halls unsupervised at the same time, Betty could verbally or physically abuse them. Also, she may stop off in the bathroom and/or other unsupervised rooms of the school and simply cut class. In addition, she may disturb other classrooms by looking in the doors, making faces at the other students or teachers, or any number of other "fun" activities available to any unsupervised school-aged child.

Chronic tardiness in reporting to the resource room or back to the regular classroom can adversely affect the quality of a child's instruction. For example, let us say that three pupils from three different classrooms in the school are to report to the resource room at 9:45 a.m. The needs of the students are similar so they receive instruction in the resource room as a group. But student number one reports at 9:40, student number two at 9:45, and student number three at 9:50. Ten minutes have been wasted by one or more of the students and the resource teacher while the group has been getting organized. Readers to whom this tardiness seems picky should consider that this situation may go on group after group and day after day in both the resource room and regular classroom. The amount of wasted yearly can be quite considerable, to say nothing of the problem it presents to both teachers.

No magic formula or management system can entirely erase this movement problem. Rules, however, can be: (1) established with care and with the teachers' agreement, (2) frequently explained to both the regular classroom teachers and to the resource students, (3) monitored carefully, and (4) modified whenever appropriate for either an individual student or for all students who are required to move independently between classrooms.

One system for managing children's movement inside classrooms was employed in the Santa Monica Project (Hewett, 1978). We also think this plan is beneficial and easily adaptable to controlling the movement between classrooms in the resource program. Essentially, this management system utilizes "check marks" or "points" as rewards for a student who reports on time for class. Reinforcing a student for reporting on time stresses the significance of being punctual and increases the chances that the child will be on time the next day.

An example of this procedure will help to clarify its usefulness. If a student is to report to the resource room at 9:45 a.m., the resource teacher should calculate the amount of time needed to walk from the regular classroom to the special program. Three to five minutes usually is sufficient for a child to walk, not run, the distance. If a five minute period were decided on, the child would be told to leave his classroom at 9:40 and to be in the resource room at 9:45. If he were to leave the resource room at 10:15 he would be expected to be back in his regular classroom at 10:20.

In this example, the student might receive five check marks for reporting on time to the resource room and five more for being on time

back in the regular classroom. When a previously specified number of these check marks have been earned, the child can trade them in for some reward. In any event, a management system that allows the teachers and the child to focus specifically on movement between classes should be established.

As with any new system, however, problems will occur during the first months of its implementation; this will be especially true of the procedures used to control student movement to and from the resource room. Teachers and students may not be used to such a tight schedule and both may forget from time to time. Also, the children are going to test the system to see what happens. Persistence on the resource teacher's part can help students get used to a schedule. A drawing of a clock on their desks may help some students keep track of the time to report to the resource room.

For the student who tests the schedule, we, like most teachers, prefer to approach this matter positively rather than negatively. That is, we prefer to emphasize the reward for punctual arrival rather than the punishment for tardiness. A child therefore should receive something that he/she values as a reward for meeting the time requirements.

Some regular classroom teachers may oppose the tight schedule and/or may not want to keep track of the resource student's movement. These teachers probably will have problems in dealing with other aspects of the resource program as well. Resource teachers must find the source of the difficulty and use their consulting skills to reach an agreeable solution.

Resource teachers must be patient during the first few weeks or even months of any movement management system that they have set up; and they must consistently follow through on the system that is implemented. Where this consistency is adhered to, the resource teacher can expect that after a period of time, the problems associated with the children's travel between classrooms will be fewer and fewer.

GRADING

The resource teacher must share with other teachers (usually the regular classroom teacher) the responsibility for the students who receive resource help. One shared responsibility relates to grading student's progress. In the regular class, grading generally is done by assigning pupils a letter grade in various school subjects and in providing comments or check marks for social behavior. Resource teachers should be prepared to deal with some problems that may arise when this type of grading is used. The following sections discuss some of these problems and make some recommendations about quarterly and daily grading.

Quarterly Grading

Many teachers base their grading of children's school performance on some arbitrary criterion of proficiency. For example, if children's progress in reading is to be measured, the teacher will analyze their

accomplishments roughly in terms of grade level achievement. As a result, fourth-grade students who read at the second-grade level often are assigned flunking grades by their teachers.

Many educators are dissatisfied with this method of grading. Their dissatisfaction usually is based on the premise that this type of grading does not account for individual differences in ability or opportunity--differences over which children have little control. Thus many children are punished by receiving low grades even though they may be doing the best they can do. In many cases, the effect is punitive and will likely dampen their enthusiasm for future learning. Critics of the traditional grading system therefore consider it destructive to the accepted goals of education.

In some schools, teachers have implemented a grading system that accounts for the student's ability, performance, and progress. In these classes, children receive high grades if they are viewed as doing as well as they are able. Sometimes, no grades are given at all; instead, teachers either hold periodic conferences with the parents or provide parents with descriptive reports concerning the pupil's school performance.

In schools where a pupil's individual abilities, performance, and progress are considered in assigning grades and/or where parent conferences or descriptive reports are employed, there is little problem in grading students who receive resource support. These approaches to grading are so individualized that any resource pupil can be accomodated easily within them.

However, in schools where children are measured in terms of deviation from their expected grade-achievement levels, problems will arise. The regular classroom teachers, the principals, and/or the parents may be opposed to giving a report that reflects variables other than this expected achievement level. For example, even though Bill may be receiving special reading instruction in the resource room and doing very well, his achievement may be so low when compared with that of other students his age that some teachers might give him a flunking grade.

In some schools where regular classroom teachers use traditional grading, some resource teachers prepare their own report cards. The child thus receives two grades--one from the regular classroom teacher and one from the resource teacher. Another variation is to give a child two grades for each subject area. One grade is based on the child's progress relative to him/herself and the other grade reflects his/her standing relative to grade level achievement. On the report card, the grades appear like this: "A/D." The "A" stands for the student's norm. In still other cases, the resource teacher may assume the sole responsibility for grading the pupil. When this occurs, an asterisk is put beside the grade, and a footnote indicates that this is a resource grade.

Inherent in all these approaches, however, is the belief that even though the children are doing as well as they can now, they are still inadequate. Consequently, we much prefer that: (1) children be graded

only in relation to themselves, (2) parent conferences be employed, and/or (3) descriptive reports of progress be used. We believe that parents should be involved in the development and interpretation of the local grading system. Because the parents are responsible for the child's longitudinal lifetime planning, they are entitled to the most realistic information available to help with the planning process.

Professional concern about the detrimental effects of pass/fail grading systems has stimulated many conferences and publications about alternative grading systems. The book Wad-ja-get? (Kirschenbaum, Simon and Napier, 1972) presents the rationale for nontraditional grading systems and includes an extensive annotated bibliography of references. Resource teachers who are dissatisfied with the grading system used in their schools should read this book and then try to modify, where appropriate, the reporting format employed in their schools.

Daily Grading

A second type of grading considers the evaluation of children on a daily basis. In these instances, a student is graded every time he/she has been asked to complete an assignment. These daily grades are helpful: (1) for teachers, children, and parents in keeping systematic and daily track of the achievement of individual students; (2) in motivating a pupil's continual effort; and (3) for indicating to teachers when they need to modify their teaching strategies. This last point often is overlooked. Daily grading systems can serve very well as an evaluation device for the effectiveness of the instructional programs.

Hewett utilized a check-mark system for daily grading in the Santa Monica Project. He noted that "as the child goes through the day he is given check marks reflecting his task accomplishments and classroom functioning" (Hewett, 1968, p. 248). For example, children receive five checks for reporting to the resource room on time. 10 checks for doing their work correctly, and five more for completing the assignment. Therefore, each resource student can receive a total of 20 check marks for each period in the resource room. Fewer checks would be given to the student who did not perform adequately in one or more of the three areas.

Another system for providing continuous daily grades has been developed by Tyler and Larsen (1973-74). Their grading system was intended to enhance communication between the resource teacher and the student's parents. The principles underlying this communication system are:

1. All behaviors, both social and academic are learned
2. The strongest influences on behavior are the events or consequences that immediately follow it. If these events are positive (such as praise), the behavior will tend to be repeated.

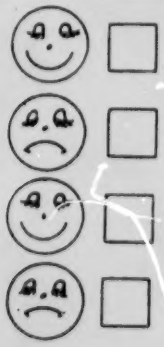
In this system, the child receives 10 daily evaluations, or one every 40 minutes. Every day the student takes these evaluations home so that his/her parents can note the progress throughout the school periods. Of course, parents were informed about what each evaluation meant and were encouraged to reinforce their child at home for good marks. The cards used for grading are presented in Figures 5-1 and 5-2 . The cards shown in Figure 5-1 were used for primary age children; those in Figure 5-2 were used for intermediate age children.

This same grading system can be adapted easily for use by the regular classroom teachers and the resource teachers as a method of communication between them. This approach allows a child to know how he/she is doing throughout the day. The student shows the cards to both teachers, which, in turn, keeps them informed as to the student's progress in other classrooms. And finally, if the teachers wish, the student can take a card home each day so that the parents also can be informed of their child's social and academic progress.

Figure 5-1. Cards to be used with primary-age children.[1]

Consider card satisfactory only when boxes 1 and 3 are checked

Name _____



Good Social Behavior

Bad Social Behavior

School Work Done

School Work Not Done

Date Teacher's Signature

[1]From J. L. Tyler and S. C. Larsen. HCSP. A boon for teachers. Academic Therapy, 1973-74, p. 218. Reprinted with permission of J. I. Tyler and Academic Therapy Publication, Inc.

Figure 5-2. Cards to be used with intermediate children.[1]

Name _____

Social Behavior Satisfactory

Social Behavior Unsatisfactory

SCHOOL WORK

School Work Unsatisfactory

_____

Date Teacher's Signature

[1]From J. L. Tyler and S. C. Larsen, HCSP: A boon for teachers, Academic Therapy, IX, 1973-74, p. 218. Reprinted with permission of J. L. Tyler and Academic Therapy Publication, Inc.

SAMPLE SECONDARY SCHEDULES
WITH OPTIONS FOR RESOURCE SPECIALIST PROGRAM

A. Rotation of Classes - Standard Periods

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	1	1	1	1	1
9:00	2	2	2	2	2
10:00	3	3	3	3	3
11:00	4	4	4	4	4
12:00	---------LUNCH	----------	----------	LUNCH	----------
12:30	5	5	5	5	5
1:30	6	6	6	6	6
2:30	7	7	7	7	7

Note: Numbers indicate different subjects - students rotate to their assigned classes.

OPTION I

Resource Specialist schedules into master schedule.

Period 1 - Assessment, instructional plans, and teacher conferences.

Periods 2-6 - Students - small group instruction, in-class assistance, tutoring, individual instruction with resource teacher and/or aide.

Period 7 - Conferences - students, teachers, parents, IEP team - child study team.

OPTION II

Period 1 - Assessment, instructional plans, and teacher conferences.

Period 2 - Work in classrooms where students are mainstreamed.

Periods 3-5 - Work with students in small group instruction, tutoring, individual instruction with resource teacher and/or aide.

Period 6 - Work in classrooms where students are mainstreamed.

Resource Specialist Program Scheduling
At the Secondary Level

OPTION II (Continued)

Period 7 - Conferences - students, teachers, parents, IEP team, child study team.

Examples of programs presently operating:

I. The Sacramento Model

Components:

1) First access to master schedule
2) Kids scheduled into Resource Specialist Program regularly.
3) Close relationships between Resource Specialist Program and on-site faculty.

Implementation:

1) Schedule kids (use IEP team, counselor, teacher input).
2) Students are scheduled in primarily on a period by period daily basis: average number of periods any one student spends per day in Resource Specialist Program is two (minimum is one, maximum is three).
3) Kids are scheduled into regular classes, and during the first week, Resource Specialist Program replaces regular class as previously (point #2) determined. Close relationships must be developed with regular class teacher toremediate learning problems in content area whenever appropriate.
4) Pull out arrangements set-up during first two weeks--one through four days per week--match student learning style to teacher style etc. (e.g., a kid who can't process lectures is in Resource Specialist Program for every lecture period for that subject, say Monday to Friday, but he stays with regular class for films, discussions, etc., this schedule may rotate weekly.).
5) Resource Specialist sets up his/her schedule to allow at least two periods per day with no kids to consult, assess, confer etc.
6) Resource Specialist sets up his/her schedule to allow at least two periods with regularly scheduled Resource Specialist Program kids to be primarily comprised of motivated attentive kids so he/she can leave them with the aide and may follow-up mainstreaming, watch and consult, confer, etc., (note: direct supervision doesn't mean you must be in the classroom) elsewhere on campus.

7) Grading - The Resource Specialist recommends the grade to the regular class teacher. As long as the rapport is positive, there should be no problem here.

II. The Santa Barbara Model

This model is basically the same as the above, but the master schedule includes "Resource Room" as a scheduled class and is printed as such on the student's program.

Grades are directly assigned by the Resource Specialist Program.

B. Rotation of Classes by day of week - Standard Periods

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Monday
8:00	1	2	3	4	5	6
9:00	2	3	4	5	6	7
10:00	3	4	5	6	7	1
11:00	4	5	6	7	1	2
12:00	---------- L U N C H		----------	---------- L U N C H		----------
12:30	5	6	7	1	2	3
1:30	6	7	1	2	3	4
2:30	7	1	2	3	4	5

Note: Numbers indicate different subjects. Students rotate to their assigned classes. Total program schedule rotates according to the day.

OPTION I

Resource Specialist periods remain constant, students rotate.

Period 1 - Assessment and Individual Education Plans.

Periods 2-6 - Students assigned from their periods as to their needs. Example: Student with English third period would see the Resource Specialist on Monday, Tuesday, Friday, Monday, and Tuesday. On Wednesday and Thursday the student would remain with class.

Period 7 - Consultants, IEP team.

Resource Specialist Program Scheduling
At The Secondary Level

OPTION II

Resource Specialist rotates periods with all other teachers, students are sent to the "Resource Room" during the subject they need individual or small group instruction. Two periods are scheduled for conferences, writing individual education plan, IEP team meetings, work with teachers, etc.

C. Team Teaching - 50 minute modules - two-hour classes Monday---> Thursday
One-hour classes Friday

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Biology	Geometry	Same as		Biology
9:00			Monday - Tuesday		English
10:00	English	French	Same as		French
11:00			Monday - Tuesday		Geometry
12:00	L U N C H & A C T I V I T I E S				
1:00	Physical	Study or	Same as		P.E.
2:00	Ed.	Elective	Monday - Tuesday		Study/Elec.

Note: Six teachers are responsible for 180 students for a two-hour block of time each day. Teachers and students may divide their time among large-group instruction, small-group discussion, and independent study. Example: 90 students attend a supplementary presentation by one teacher, four groups of 15 students go to discussion groups or small-group instruction with four other teachers, and the remaining 30 students go to a study hall or workroom for independent study under the supervision of the sixth teacher.

Resource Specialist works with small groups or individuals by having students assigned to the resource room, working in the study hall, workroom, etc., other team members during planning time. Friday is set aside for IEP team meetings; conferences with students, parents, teachers; writing individual lesson plans; etc.

KEY COMPONENTS FOR A SUCCESSFUL RESOURCE SPECIALIST PROGRAM AT THE SECONDARY LEVEL

1) Resource Specialist schedules students regularly as appropriate by their needs. Students and teachers need to know where the students are and when they are suppose to be there.

2) Flexibility for the Resource Specialist.

3) Resource Specialist needs access to the master schedule--needs to work with the office in the schedule procedure.

4) Good rapport with regular teachers--visibility/viability.

5) Regular scheduled time for assessment; IEP team meetings; follow-up; conference with teachers, parents, and students.

6) Let faculty know the Resource Specialist's schedule.

ARRIVALS AND DEPARTURES -- ADDENDUMS

- Grades and grading systems can be worked out between you and the teacher during the initial conferencing period. Be prepared to present to the regular teacher alternative grading methods.

- Try to get as many short term objectives from the teacher as you can.

- Set up test taking procedures at the beginning of the year. Suggest alternative techniques and strategies for test administration, i.e., audio cassettes, etc.

- It's a good idea to have a list of the special day class (L.H.) students so that requests for observations on these students can be referred to the special day class teacher.

- Because your schedule may change as much as every week, it's a good idea to use pre-made lesson plan sheets for your scheduling.

- BE FLEXIBLE! Allow for student to stay in regular class if the teacher feels it is important. Make up that lost time at some other point. Allow for extra time for special projects. Allow for changes in schedules as you learn more about the student - you may be giving him or her too little or too much time. Always o.k. changes in schedules with teachers and get it in writing.

DIAGNOSIS AND ASSESSMENT

ASSESSMENT TOOLS & TECHNIQUES

It is not the policy of the State Board to recommend or endorse specific tests or assessment batteries. The purpose for inclusion of the following information is to give an overview of instruments available rather than to recommend or suggest use of specific instruments. Consideration should be given to whether or not staff are adequately trained and licensed or credentialed prior to administering assessment tools.

APPROPRIATE ASSESSMENT: NON-BIASED

Bias is defined in the Webster's New World Dictionary as "a mental leaning or inclination; partiality; prejudice; bent." Non-biased assessment addresses the issue of how to minimize the effect of bias in assessment of children. The aspect of bias that makes it so difficult to deal with is that it is not intentional. Those who are responsible for conducting assessments are often unaware of the different biases which may be operated and significantly influencing program and placement decisions for each individual child.

Historically, public education has been the basic responsibility of parents, state and local public school systems. Recently the federal government has been exercising increasing power over education. In the past decade significant federal and state court decisions affecting Special Education, and Districts must now consider issues such as appropriate testing in the primary language of the child and the use of alternatives to IQ testing in the placement decisions. PL 94-142 and SB 1870 require educational opportunities for all children, birth to 21, and mandate non-discriminatory assessment.

In the whole area of assessment and placement, we must try to minimize bias and strive for appropriate practices for each individual child. All those involved in the total assessment of the child can move in this direction by being sure factors such as the following are considered:

- Personal attitudes, expectations
- Language differences and deficits
- Cultural differences
- Adequate test instruments
- Appropriate use of tests
- Alternatives to formal tests
- Appropriate techniques and procedures

Professionals working together as a team (e.g., child study or multidisciplinary team) can make more appropriate educational decisions than any

one person. Through working together, the team can help to ensure the best selection of assessment tools, the best use of assessment information. In addition, the team as a whole can function as the most effective means of controlling the identified sources of bias and of minimizing the effect of bias in the decision-making process. For assessment is not just using a collection of test instruments, however adequate they might be, but is a system of data gathering, problem solving, and decision making done by people to meet the specific needs of an individual child.

PRINCIPLES OF PLANNING A REMEDIATION PROGRAM

Once you have analyzed a child's method of functioning and his needs, and have established specific objectives for him, you are ready to create an individualized program of remediation. There are certain principles of planning in remediation that you need to be aware of before you match learner and plan. These principles include both general and specific considerations:

1. Each child's program should be individualized even if he is being taught in a classroom situation. The teacher must keep the child's characteristics in mind as she is teaching so that she may continue to evaluate and broaden her concept of his difficulties.

2. Plan for the type of disability: do not simply teach "reading," but teach reading (or whatever else needs to be taught) according to the child's difficulties. Type refers to the task analysis summary: auditory strength-visual weakness, etc. Meaningfulness is another dimension that must be added, as a child will often not learn because the task is not meaningful enough for him.

3. The readiness of the child must be considered. All stages of development will not sequentially say "go." The program should be balanced with its emphasis shifting in order to bring about greater equilibrium in all areas of functioning.

4. Input precedes output, learning assumes both; in remediation they must be considered separately so that the basis for the difficulty is being remediated, not just its results.

5. Tolerance levels must be defined so that overloading is avoided. Unless the principle of teaching to the tolerance levels is followed, the child may not profit from the instruction, for his attitude toward learning may be affected.

6. The right combination of modalities for presentation must be determined and used. Some children profit from multisensory stimulation, others become overloaded. The remedial program must be gauged so that the deficit is raised by using the integrities to help it integrate materials. The goal is, therefore, to raise the functioning of the areas of integrity. If one teaches only to the integrities, the gap between the two will widen. Remediation should be directed toward a blending of the two.

7. For each child there are certain variables which, if controlled, will enable him to learn better. For some it is attention, for others it is simple structuring, for others rates, for others size of presentation materials.

8. The child must be taught so that he gains in all areas of experience. Thus, both verbal and nonverbal areas should be explored and taught. Before anything verbal is expected of the child, the teacher must be sure that he clearly understands the nonverbal concept underlying the verbalization.

9. The realtionship between the child's performance and his disabilities must be clarified constantly. The teacher must always postulate "why" the child fails and also why the child succeeds. Any child can learn if the presentation is adequate. When he does not learn, it is the teacher's business to discover why and to adapt her presentation accordingly. Be sure it is the child's learning disability that underlies failure and not a teaching disability.

10. Teaching methods: Any method (speaking in terms of methods like Slingerland, Distar, Sullivan, etc.) will work if it is chosen for the right reasons and presented according to the child's difficulties rather than according to numbers 1 through 10 in the manual.

11. One characteristic of many children with learning problems is that they tend not to generalize. It is important, therefore, that the remedial work they do in school be made meaningful to what they need to learn. Scattered work in deficit areas will not be as useful to the child as working on the deficit areas in conjunction with what he needs to learn. For instance, a child with a visual motor problem in writing may be given many perceptual motor exercises using pegboards, mazes, etc. His skill in these areas may improve, that is, he may become skilled in using pegboards and doing mazes. Yet when confronted with a task involving writing letters, his same difficulties will arise and it will take him the same amount of time to learn to write as it did for him to learn to use pegboards. The skills he learned using pegboard did not help him in his writing. It is more efficient to focus, the first time, on writing the letters so that the child is learning a skill he needs in school. This serves also to increase his self-esteem as he is learning what the other kids are learning instead of doing "baby stuff."

(Adapted from: University of the Pacific, Learning Disabilities Program Course Syllabus)

Selecting a Test Battery

The choice of a test battery should be dependent upon three major factors: (1) basic areas needing evaluation in order to plan effective remediation, (2) the energy output of the child, and (3) the time made available for testing. A basic minimum battery should always be planned; then, as then need becomes apparent, other tests can be added. As a general rule, the battery should be administered over a period of two days rather than in one sitting.

For the preschool child four areas are recommended for testing: (1) intelligence, (2) achievement, (3) development and communication, and (4) social maturity. A minimum battery for the elementary, junior high, and high school age groups should include: (1) intelligence, (2) achievement, (3) development and/or communication (according to age group) and (4) specific visual and auditory tests. As measurement becomes more refined, tests of other communication processes (such as the sense of touch) will be made available. When these new tests are developed, they should be added to those of the more definitive senses of hearing and sight.

The minimum test battery provides diagnostic information in the two major areas of learning disability, perceptual-motor and language. By evaluating both of these areas, the most direct route to effective remediation will be afforded.

Peabody Picture Vocabulary Test

The Peabody Picture Vocabulary Test (PPVT) by Lloyd M. Dunn is an untimed individual test administered in fifteen minutes or less. The test booklet contains three practice plates and one hundred and fifty test plates, each consisting of four numbered pictures. The examiner reads the stimulus word which is given on the answer sheet, and the subject responds by indicating the number of the picture that best illustrates the stimulus word.

Items are arranged in ascending order of difficulty, and the subject responds only to the items between his "basal" (eight consecutive correct responses) and his "ceiling" (six failures out of eight consecutive responses).

Brigance Diagnostic Inventory of Basic Skills

The Diagnostic Inventory was designed for use by classroom teachers as a method of quickly determining student performance levels from pre-kindergarten and readiness to secondary levels. This instrument is bound in 3-tab-referenced, 7-ringed binder for quick and efficient use. Skills are arranged in a developmental and sequential order, and each objective is criterion referenced. The criterion referencing enhances the writing of individualized educational plans. This inventory is accompanied by a student record book in which a five year progress record is maintained.

Memory-For-Designs Test

The Memory-For-Design test (MFD) by Frances Graham and Barbara Kendall involves the presentation of single geometric designs and the reproduction of these designs from memory. In the 1920's the inability to perform such tasks was associated with "organic" impairment and the MFD was developed to accompany the test battery for the clinical study of possible brain-damaged patients.

The test is composed of fifteen cardboard squares on each of which is printed a single black design. The examinee views a card for five seconds. He then must reproduce the design as he remembers it on a piece of white 8-1/2 by 11-inch paper.

A satisfactory reproduction receives a score of 0; an inaccurate reproduction with more than two easily identifiable errors receives a score of 1; a reproduction that does not satisfy the above criteria receives a score of 2; and a reversed or rotated reproduction receives a score of 3. The higher the score, the poorer the performance. When tabulated from the raw score, the difference score will give an approximate rating of "normal," "borderline," or "critical" (possible brain damage).

Wide Range Achievement Test

The Wide Range Achievement Test (WRAT) by J. F. Jastak and S. R. Jastak examines the basic school subjects of reading (word recognition and pronunciation), spelling, and arithmetic (computation). Designed to supplement tests of intelligence and of behavioral adjustments, the WRAT aids in the accurate diagnosis of reading, spelling, and arithmetic disabilities for people of all ages and in the determination of instructional levels for school children.

Consisting of two levels (I and II), both of which are printed on the same blank, the test may be used to examine a person twice, once before and once after the age of eleven.

Three kinds of scores record the results of the WRAT: grade ratings, percentiles, and standard scores (comparable to the I.Q. of standard tests).

The test requires only about thirty minutes; clinical analysis of learning disabilities as a result of the WRAT cannot be relied on.

Durrell-Sullivan Reading Achievement Test

The Durrell-Sullivan Reading Achievement Test, a group reading test for grades 3 through 6, evaluates the child's performance in word meaning, paragraph meaning, spelling (optional), and written recall (optional). It is approximately a forty-five-minute test, and it provides, in both grade equivalent and age equivalent, norms that run continuous and comparable from one grade level to another.

This test is most valuable not because it yields a grade and an age equivalent, however, but because it reveals through subjective analysis the kinds of errors that the child is making. Careful observation and examination of the child's written response can suggest the nature of his reading difficulty.

The Purdue Perceptual-Motor Survey

The Purdue Perceptual-Motor Survey (PMS) by Eugene G. Roach and Newell C. Kephart is not a test. It is a survey which enables one to observe a broad spectrum of behavior within a structured, but not stereotyped, set of circumstances. The framework originated in Kephart's The Slow Learner in the Classroom. The consultant should familiarize himself with this survey in order to gain insight into its value as an assessment of behavior.

Designed primarily to detect rather than to diagnose perceptual-motor development, the survey allows the clinician to observe perceptual motor behavior in a series of behavioral performances. The consultant will find it easy to administer and needful of little or no equipment.

Consisting of twenty-two scorable items, the survey is divided into eleven subtests, each measuring some aspect of the child's perceptual motor development. Basically these subtests are concerned with laterality, directionality, and the skills of perceptual-motor matching.

From this survey, the consultant may discover the subtle areas of weakness that perhaps cannot be detected through tests of linguistic abilities. Thus, possibilities for remediation, including physical education programs and tutorial instruction, become even greater. For example, after having read an evaluation on one of his students, the principal of an elementary school contacted a consultant. During their discussion the principal gradually began to accept the idea that this child required remediation in the form of physical exercise. Therefore, the child was taken to the gym periodically each day in much the same way as those who were taken to special rooms for speech therapy.

The Purdue Perceptual-Motor Survey should not be used for children who have specific disabilities such as blindness, paralysis, or known motor involvement. Although designed for children in Grades 2 through 4, the survey can also be used with older children who are retarded. The norm scores were determined by using children between the ages of six and ten.

Marianne Frostig Developmental Test of Visual Perception

Designed by Marianne Frostig, this test measures five specific areas of visual perception: (1) Eye-motor coordination, (2) Figure-ground discrimination, (3) Form constancy, (4) Position in space, and (5) Spatial relations. Although it was intended primarily for preschool children, the test can be quite effective in helping to detect specific areas of visual perception weakness in first and second graders.

Frostig has a well-planned remediation program based on this diagnostic instrument. Her program can help the consultant to prescribe remediation for the visual perception problem after it has been identified.

Auditory Discrimination Test

The Auditory Discrimination Test by Joseph M. Wepman helps to identify children at the early elementary level who are slow to develop auditory discrimination. The test also makes a differential diagnosis of reading and speech difficulties in older children. The child listens to the examiner read pairs of words and indicates whether the words read the same (a single word repeated) or differently (two different words). He exercises no visual ability; just nods his head or verbally responds to indicate an affirmative or negative answer. Although the Wepman test requires little time to administer, it adds significant data to a test battery.

California Achievement Tests

The California Achievment Test (CAT) by Clark and Tiegs is one of many group tests. They were chosen for this test battery because of the diagnostic analysis of learning difficulties found on the back of the profile sheet. Frequently, school files contain good diagnostic tools, but they are often overlooked or not used to the fullest extent. If test data from the CAT is available, the consultant should study the profile in connection with the strengths and weaknesses revealed in other test data. The reading areas such as following directions, reference skills, and interpretation of materials, as well as the specific areas of mathematics fundamentals, mathematics reasoning, and mechanics of English have significant value for the planning of individual remediation.

In particular, the reading tests explore specific areas of learning difficulties. An incorrect response to a test question in mathematical vocabulary, scientific vocabulary, reference skills, or interpretation of material may signify a definite weakness. By relating the weakness to the terminology and descriptions of specific problem areas in Chapter I, the consultant strengthens the basis for his diagnosis. For example, if a child has difficulty in sequencing the events in the interpretation of materials section, he probably will have comparable diffculty in sequencing the pictures on the WISC Picture Arrangement test or the ITPA visual-motor sequencing test. In other words, the strength or weakness of a diagnosis depends upon the completeness of the test battery and its resulting checks and counterchecks on the test data.

OTHER TESTING DEVICES USED FOR ASSESSING STUDENT'S STRENGTHS AND WEAKNESSES

READING

Woodcock Reading Mastery (esp. Word attack and Word identification subtests) American Guidance Service, Inc.

Reading/Everyday Activities in Life (functional literacy test) Cal Press

Sound-Symbol Screening (students write sound heard, say sound when shown to them)

Informal Screenings (students are asked to read silently, and sometimes orally, passages from Essential Skills Series at different grade levels and answer questions)

SPELLING

California Achievement Test

Phono-visual Test

Rosner Test of Auditory Analysis

VISUAL-AUDITORY MEMORY AND SEQUENCING

Melvin-Smith Receptive-Expressive Observation

Detroit Auditory Memory for Syllables Subtest, Babbs-Merrill

Detroit Visual Memory Span Subtest

VOCABULARY

Detroit Verbal Opposites (expressive)

Ammons & Ammons Quick Test (receptive) Psychological Tests Specialists

MATHEMATICS

Key Math Diagnostic Arithmetic Test (for students operating at low level) American Guidance Service, Inc.

Informal Survey (problems taken from tests given by math teachers covering all basic math problems including word problems)

WRITING

Informal sample written in response to a very short article or just questions. Sample is analyzed for sentence patterns, errors, punctuation, organization, use of vocabulary, level of ideation.

CONCEPTS

Detroit Likenesses and Differences and Verbal Absurdities

Learning Skills Pre-test

Practical Living Skills are tested by Learning Skills Pre-test and/or Real (Reading/Everyday Activities in Life)

Please note, these tests listed above are not suggested to be used as an assessment battery. In many cases, only two or three informal observations are needed to determine that a student is not exceptional. Where there are evident problems, more tests may be used to pinpoint specific areas of deficits.

ESPECIALLY EFFECTIVE MATERIALS FOR SECONDARY LEARNING DISABILITY STUDENTS

NOW READERS PRESS - Workbooks in functional reading skills in signs, labels and instructions. Good materials to teach to students with low scores on REAL test.

PENDULUM PRESS - Now Age Read-along Program has stories and novels on tape with accompanying comic books to read along with.

PENDULUM PRESS - Now Age Comic books. Easy reading for students without discrimination problems. Have workbooks for each title.

INSTRUCTIONAL MATERIALS AND EQUIPMENT DISTRIBUTORS - Perceptual Communication Skills. Tapes, workbooks and teacher's manual for developing auditory comprehension skills.

JAMESTOWN PUBLISHERS - Essential Skills Series: Twenty books ranging in grade levels from 3 to 12. Each book has one-page graded passage with accompanying questions. The best for developing reading comprehension in short passages.

CHARLES THOMAS, PUBLISHER - Asklock Educational Therapy Materials. All the raw materials needed for remediation in auditory and visual skills.

JABBERWOCK CASSETTE CLASSICS - Lots of novels on tape done with dramatized voice and background sound-effects. Read-along script and teacher's guide. Many of the titles (like Huck Finn) are commonly assigned by English teachers so these one to two hour tapes are life savers. The kids love them.

McDOUGLAS, LITTLE & COMPANY - Write-Away Box: A series of about 40, 11" x 14" black and white photos with evocative writing exercises on back of each one.

INTERSTATE PRINTERS AND PUBLISHERS, INC., ILLINOIS - Speech and Language Rehabilitation Workbook. Tons of materials for specific rehabilitation of language deficits.

IEP DEVELOPMENT

EXAMPLES OF INSTRUMENTS USED TO GATHER INFORMATION FOR ASSESSMENT & PLACEMENT

*All tests marked by an asterisk should be administered by appropriately licensed and trained personnel.

Test Name	Type	Area(s) Tested	Advantages/Disadvantages
Wide Range Achievement Test	Standardized	Reading (word recognition) Arithmetic (computation) Spelling (written production)	Quick to administer. Deflating to students due to high degree of difficulty. Not diagnostic/ prescriptive.
Peabody Individual	Standardized	Vol. I: Mathematics (concepts) Reading Recognition Vol. II: Reading Comprehension (silent) Spelling (visual memory) General Information	Easel-style Multiple choice answers Non-threatening to students.
Woodcock Reading Mastery Test	Standardized (Sub-test are criterion-referenced)	Form A and B (alternate test for pre and post testing) *Letter Identification Word Identification *Word attack Word Comprehension Passage Comprehension (*Sections mainly used)	Easel-style Requires oral response Socioeconomically adjusted norms as well as total group norms.
Silvarola: Classroom Reading Inventory	Establishes graded levels but not standardized	Forms A, B, C (3 alternatives) *Graded Word List *Oral Reading Selections Spelling Survey	More complete sampling than on standardized tests. Relates more accurately to actual classroom functioning. Gives functional level of both word recognition and comprehension.
Brigance Diagnostic Inventory of Basic Skills	Diagnostic	K-6 skills: Readiness, Reading, Language Arts, Mathematics	Wide variety of tests. Individual tests quick and easy to administer. Related to specific teaching objectives.
* Motor Free Visual Perception Test	Standardized, (Ages 4-9) Somewhat	Visual perception without motor involvement special relationships visual discrimination figure-ground visual closure visual memory	Easy to administer. A good screening device for suspected perceptual problems. Information is helpful to psychologist for further indepth exploration.

*All tests marked by an asterisk should be administered by appropriately licensed and trained personnel.

Test Name	Type	Area(s) Tested	Advantages/Disadvantages
Detroit Tests of Learning Aptitude	Standardized	Reasoning & Comprehension Practical judgment Verbal Ability Time & Space Relationships Number Ability Auditory Ability Visual Attentive Ability Motor Ability	Consists of 19 subtests to choose among, for those considered appropriate. Subtests are quick to administer
* Wechsler Intelligence Scale for Children-Revised (WISC-R)	Standardized	12 subtests of verbal comprehension, math visual completion, and performance tasks.	Yields IQ score for ages 6-16 years.
* Bender-Gestalt	Standardized	Structural and functional aspects of perceptual-motor development.	Can be administered individually to persons with emotional or neurological handicaps. Narrow age range (7-11 yrs). Quick to administer.
Denver Developmental Screening Test	Standardized	Gross motor Language Fine motor-adaptive Personal-social	Observation format. Purpose - to detect children with serious developmental delays.
* Illinois Test of Psycholinguistic Abilities - Revised (ITPA)	Standardized	Auditory decoding Visual decoding Auditory - vocal association Vocal encoding Automatic - sequential ability Auditory - vocal automatic ability Visual - motor association Auditory - vocal sequencing ability Visual - motor sequencing ability Visual closure Grammatic closure	1 hour to administer. Requires prior training in administration. Questionable validity and reliability.
* Leiter International Performance Scale	Standardized (Intelligence Test)	Perceptual matching Analogies Memory Picture Completion Number Estimation Series Completion Spatial Relations Classification	Tests 2 yrs. to adult. Contains items similar to those on verbal tests but requires no language. Includes simple directions which can be spoken or pantomimed. Especially suited for use with persons with impairments. "Culture-faire."

*All tests marked by an asterisk should be administered by appropriately licensed and trained personnel.

Test Name	Type	Area(s) Tested	Advantages/Disadvantages
Key Math Diagnostic	Standardized	Content: Numeration Fractions Geometry & Symbols Operations: Addition, Subtraction, Multiplication, Division, Mental Computation Numerical Reasoning Applications: Word problems, missing elements, money, measurement, time	Easel-style (30 min.). Tests a wide variety of areas. Not as diagnostic as manual would have you believe.
Peabody Picture Vocabulary Test	Standardized (ages 2 1/2 to 18 yrs.)	Measures listening vocabulary Non-oral response	Student points to picture that best portrays word examiner says. Quick (10-15 min.), easy administration gives further insight into receptive language.
Flashcards	Diagnostic	All addition, subtraction, multiplication and division facts	Pinpoints facts not at the automatic recall level.
Criterion Test of Basic Skills (CTBS)	Diagnostic	Letter sounding/blending Special sounds Math (?)	Easy to administer. Tests identification as well as production but not application Pinpoints remedial area.
Durrell Analysis of Reading Difficulty	Some sub-tests are standardized, some diagnostic	Oral Reading Tests Silent Reading Tests Listening Comprehension Tests Word Recognition & Word Analysis Visual, Memory of Word Forms Auditory Analysis of Word Elements Spelling and Handwriting	Test Pre-primer through 6th grade levels.
Wepman	Standardized	Auditory discrimination	Student listens to pairs of word examiner says and replies that they are the same or difference in pronunciation among examiners.

*All tests marked by an asterisk should be administered by appropriately licensed and trained personnel.

Test Name	Type	Area(s) Tested	Advantages/Disadvantages
* Ravens Progressive Matrices	Standardized (Intelligence Test)	Completion of design pattern: Figure/ground Spatial Patterning Symbol Progression	Tests 6 yrs. to adult. Nonverbal, "cultural-faire," may be used with developmentally delayed, deaf, language-impaired. Uses single performance modality (pointing).

*All tests marked by an asterisk should be administered by appropriately licensed and trained personnel.

The individualized education program team shall review the assessment results, determine eligibility, determine the content of the individualized education program, and make program placement recommendations.

An individualized education program team shall meet whenever any of the following occur:

(a) A pupil has received a formal assessment.

(b) The pupil's placement, instruction, services, or any combination thereof, as specified in the individualized educational program is to be developed, changed or terminated.

(c) The pupil demonstrates a lack of anticipated progress.

(d) The parent or teacher requests a meeting to develop, review, or revise the individualized education program.

(e) At least annually, to review the pupil's progress, the individualized education program, and the appropriateness of placement, and to make any necessary revisions.

An individualized education program shall be developed within a total time not to exceed 50 days, not counting days in July and August, from the date of receipt of the parent's written consent for assessment, unless the parent agrees, in writing, to an extension. However, an individualized education program shall be developed within 30 days after the commencement of the subsequent regular school year for each pupil for whom a referral has been made 20 days or less prior to the end of the regular school year.

(a) The individualized education program is a written statement determined in a meeting of the individualized education program team and shall include, but not be limited to, all of the following:

(1) The present levels of the pupil's educational performance.

(2) The annual goals, including short-term instructional objectives.

(3) The specific special educational instruction and related services required by the pupil.

(4) The extent to which the pupil will be able to participate in the regular educational programs.

(5) The projected date for initiation and the anticipated duration of such programs and services.

(6) Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.

(b) When appropriate, the individualized education program shall also include, but not be limited to, all of the following:

(1) For secondary grade level pupils, specially designed vocational education and career development, with emphasis on vocational training and preparation for remunerative employment, additional vocational training, or additional career development opportunities, as appropriate.

(2) For secondary grade level pupils, any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation, in accordance with Section 51225.

(3) For individuals whose primary language is other than English, linguistically appropriate goals, objectives, programs and services.

(4) Extended school year services when needed, as determined by the individualized education program team.

(5) Provision for the transition into the regular class program if the pupil is to be transferred from a special class or center, or nonpublic, nonsectarian school into a regular class in a public school or any part of the school day.

(c) It is the intent of the Legislature in requiring individualized education program that the district, special education services region, or county office is responsible for providing the services delineated in the individualized education program. However, the Legislature recognizes that some pupils may not meet or exceed the growth projected in the annual goals and objectives of the pupil's individualized education program.

Except as prescribed in subdivision (b) of Section 56324, nothing in this part shall be construed to authorize districts, special education services regions, or county offices to prescribe health care services.

No pupil shall be required to participate in all or part of any special education program unless the parent is first informed, in writing,

of the facts which make participation in the program necessary or desirable and of the contents of the individualized education plan, and after such notice, consents, in writing, to all or part of the individualized education program. If the parent does not consent to all the components of the individualized education program, then those components of the program to which the parent has consented may be implemented so as not to delay providing instruction and services to the pupil. Components to which the parent has not consented may become the basis for a due process hearing pursuant to Chapter 5 (commencing with Section 56500). The parent may withdraw consent at any time after consultation with a member of the individualized education program team and after he or she has submitted written notification to an administrator.

Each district, special education services region, or county office shall, prior to the placement of the individual with exceptional needs, ensure provision of a copy of his or her individualized education program to the regular teacher or teachers, the special education teacher or teachers, and other persons who provide special education, related services, or both to the individual with exceptional needs. Copies of the individualized education program shall be provided in accordance with state and federal pupil record confidentiality laws.

GUIDELINES FOR WRITING OBJECTIVES

The writing of objectives forces the teacher to organize the teaching material into orderly, successive increments. Objectives state the specific criteria of acceptable performance so that goals can be recognized.

What is to be done? Examples of key words for this part of an objective are:

* List
* Name
* Recite
* Solve
* Describe
* Write
* Tell
* Read

Under what conditions is the task to be evaluated? This aspect of the objective includes:

* Assistance, materials, equipment the student will be given when he is evaluated
* Limitations of the task

How well is the task to be performed? This aspect of the objective includes such evaluative elements as:

* Time limit
* Degree of accuracy required
* Level of proficiency

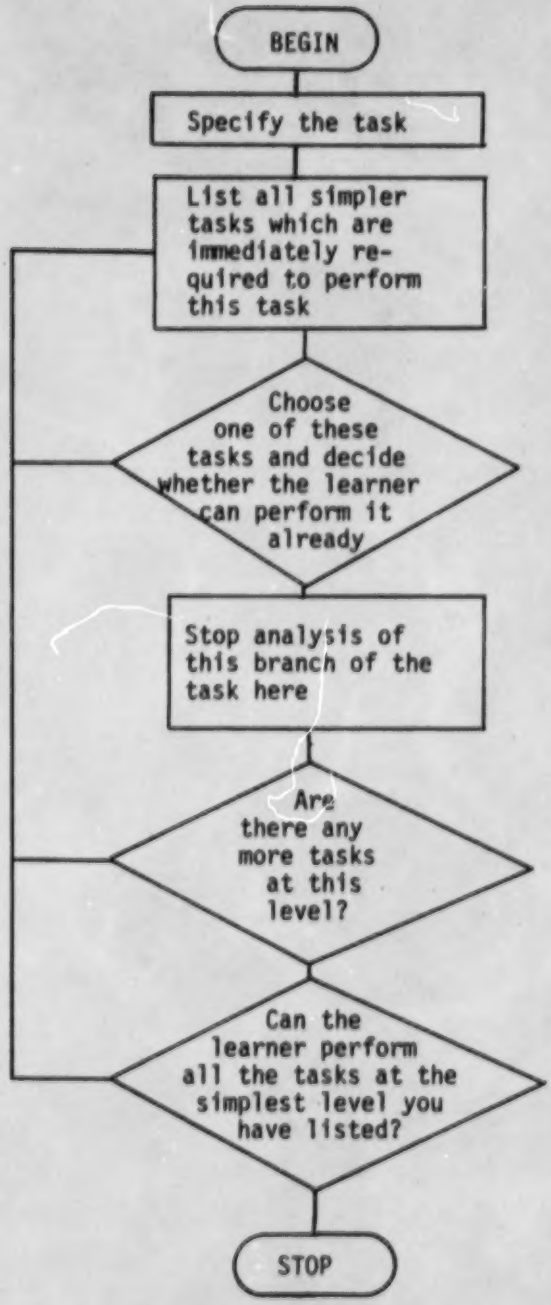
The standards set the level of acceptable performance. When no standard is stated, 100 percent accuracy is assumed.

Source: A Practical Guide for Writing Goals and Objectives by Frances Steinburger

TASK ANALYSIS

Task analysis is a preliminary step for deriving a set of relevant instructional objectives. In this step you break the main task into component parts, repeatedly asking, "What does the learner have to do in order to perform this?"

The chart on the right shows how this process is continued until we reach the learner's entry level.


BEGIN
Specify the task
List all simpler tasks which are immediately required to perform this task
Choose one of these tasks and decide whether the learner can perform it already
Stop analysis of this branch of the task here
Are there any more tasks at this level?
Can the learner perform all the tasks at the simplest level you have listed?
STOP

THE MECHANICS OF WRITING AN OBJECTIVE

Objectives should consist of the following:

1. Time in which objective is to be achieved.
2. Specific observable behavior
3. Evaluation conditions
4. Evaluation criteria incorporated into objective

Sample Objective:

In nine weeks, when presented with a list of 15 short vowel words, child will read list orally with 80% accuracy 3 consecutive times.

1. Time in which objective is to be achieved.

   In nine weeks

2. Specific observable behavior:

   Child will read list orally.

3. Evaluation Conditions:

   When presented with a list of 15 short vowels.

4. Evaluation Criteria:

   With 80% accuracy 3 consecutive times.

SELECTING MATERIALS

SELECTING APPROPRIATE MATERIALS

The selection of appropriate instructional materials is a complex process involving the analysis of both the learner and the material. Such factors as the interest level and reading level of the learner are usually taken into account by teachers. However, many less obvious factors can influence the effectiveness of an instructional activity.

The flowchart in Figure 1 illustrates a process which can be used in selecting materials. While many procedures have been developed for this purpose, an attempt has been made to provide the teacher with an orderly sequence of criteria, presented in a step-by-step format which will allow the teacher to rapidly match material to a particular learner. There is no need for the teacher to complete any type of form in order to accomplish a learner-material match. Careful examination will yield the necessary information about the material and data taken from the various consultation forms. The learning profile, diagnostic results, and observation will provide the needed descriptors of the learner.

INTEREST LEVEL

As shown in the flow chart, once the subject area for the learner is established, the teacher determines the interest level of the learner. Interest level is determined by 1) chronological age, 2) sex, and 3) likes and dislikes of the learner. By choosing the appropriate interest level, the teacher is recognizing that while the student is a poor reader, his materials should not be selected with only his reading level in mind. For example, most upper-elementary through high school age boys prefer such topics as cars, motorcycles, and sports. This knowledge is useful in selecting books to improve the student's reading comprehension. An individual student may have a particular interest in music, a hobby, or in making models. All of these things can aid the teacher in selecting a material that the student will find interesting. For example, the student who collects rocks can give an oral report on his hobby to the science class. The student who is proficient at making models can make a model plane or a mock-up of a battle scene for a social studies class. In mathematics, the teacher can select a kit or a book which uses problems oriented around sport scores and averages, or automobiles and racing.

In examining the material, the teacher should carefully examine the illustrations. A science text illustrated with small children is not appropriate for upper grade students who read at lower levels. By incorporating the interests of the student into as many subject areas as possible and by being aware of materials which embarass poor readers, the teacher increases the probability that the student will accept and benefit from the materials provided.

INSTRUCTIONAL LEVEL

The next step in the process is the determination of the student's instructional level. If a material is too difficult, the student will be frustrated and unsuccessful. On the other hand, if the material is too easy, new learning will not take place. Since the amount of time available for the resource specialist to work with a student is limited, finding materials at the proper instructional level is crucial.

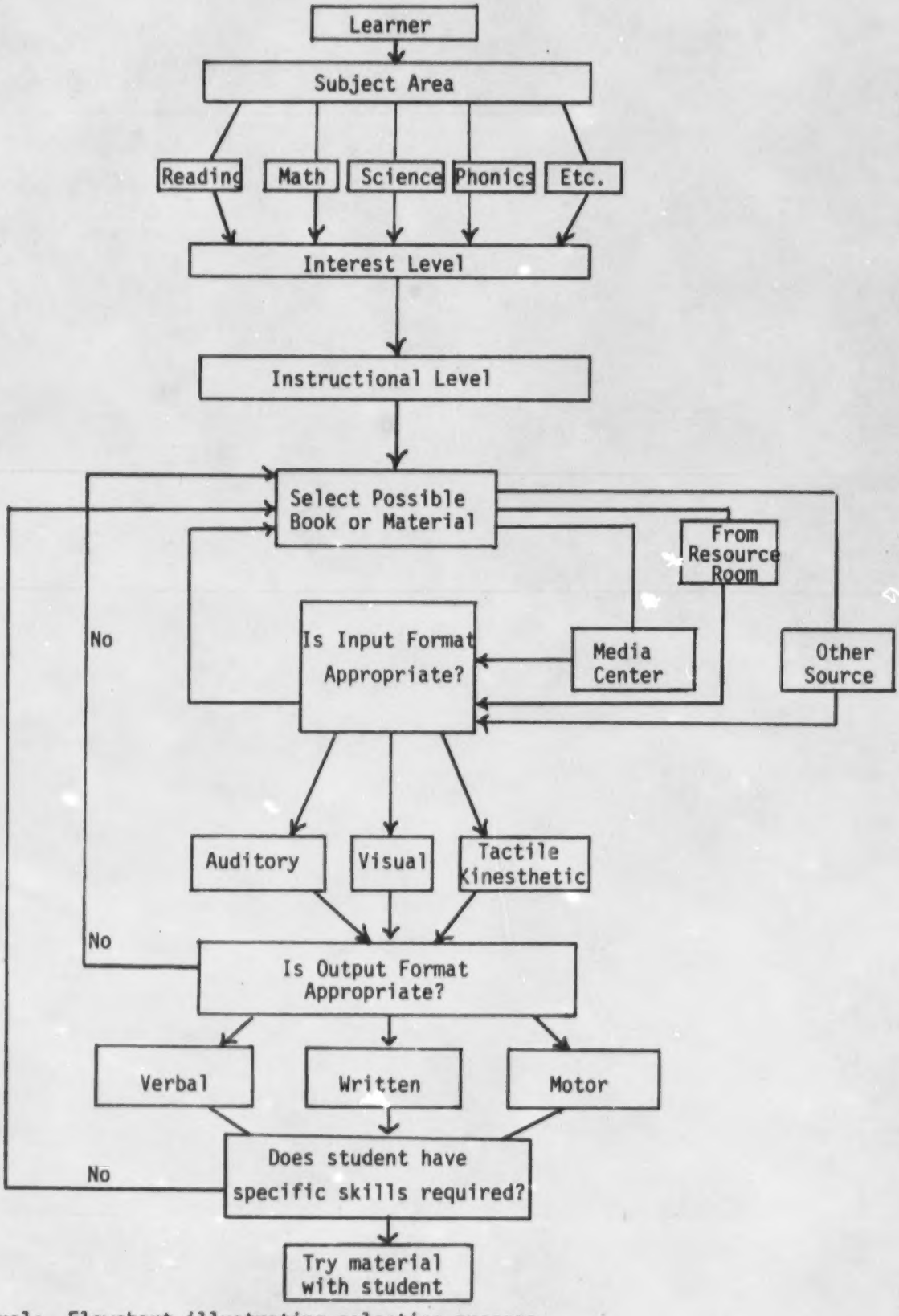


Figure1: Flowchart illustrating selection process

Usually, the resource specialist administers some type of diagnostic reading and math tests to students entering the program. Results of the reading test will help not only in the selection of reading books and materials, but also in the content areas. Results of math tests will determine those skills with which the student is having difficulty and, therefore, needs instructional materials.

If textbooks do not specify a reading level, there are several formulas which the teacher can use to figure it out. The Fry Readability graph is one example. It should be remembered that various reading tests provide slightly different scores, in the same way that various readability formulas yield different levels for the same book or story. The reading level sought also varies according to the purpose. Reading for enjoyment should include fewer words for the student to struggle over than an instructional material selected to build vocabulary. Most science tests are written at a higher reading level than the actual reading texts appropriate to that grade level. Lastly, if the passage is something that the student understands or enjoys, he will probably decode many more difficult words than he would normally attempt.

SELECT POSSIBLE MATERIAL

Knowing the skill or lesson to be taught and the interest and instructional levels of the students, the teacher selects a text book, game, kit, or other educational material for further comparison to the student's needs. Possible sources of such materials is the resource room itself, teacher-made activities and school or regional media centers.

From the flowchart (Figure 1), it can be seen that once the material has been selected it remains a matter of matching the characteristics of the material to those of the student. The three criteria used to examine the material are: 1) input mode, 2) output mode, and 3) specific skills. If the resource specialist decides that the material is not appropriate, she can do either of two things. She can reject the material and select another as shown in the flowchart by a "no" response to the question asked at each step. Secondly, she can modify the chosen material in order to facilitate the learning process. Such modifications would include putting written input on tape, changing the manner in which the student is to respond from written to verbal, or illustrating the directions.

INPUT MODES

The term input mode refers to the manner in which the student receives information from the material. Input can be made auditorially--by means of the student listening to another person, a tape, a record. Input can be made visually--the student sees print or pictures in a book, looks at an object, or observes transparencies or movies. Input can also be made tactilely and kinesthetically, meaning through the senses of touch and motion. The student can feel rough and smooth textures, hot and cold, the shape and size of an object.

Each of us has a particular way in which we learn best. Some people write down a phone number they wish to memorize and look at it for a few minutes. Others repeat it to themselves several times, firmly implanting it in their memories. One person recalls the picture of the numbers before him in order to remember the number, while another person hears the number. The same thing is true for the student. Some will respond better to tapes, records,or being read to. Others will get more from reading or observing pictures. Frequently, however, the poor student is observed to be an auditory learner. He has difficulty reading and organizing the things that he sees. Much of what the student is supposed to learn in school is presented through this visual channel--textbooks, overhead transparencies, chalkboards, bulletin boards, and charts. The resource specialist should not, however, immediately reject materials with these components or techniques. She should look for accompanying features which will reinforce his auditory abilities, such as records, tapes, or cassettes. She can also look for features which will give him tactile-kinesthetic input. Materials in this category would include sandpaper letters or figures, the tracing boards in which the words or figures are indented so that the student can move his finger along the shape of the letter, and geometric models which the student can move his hands over to discriminate the shape.

Notice that a blending of input modes is suggested. Many poor learners are aided by a multisensory approach--information presented through every possible mode in order to assure that the greatest amount of learning will take place. Filmstrips with accompanying records or cassettes, a written passage with a three-dimensional model, and audio-flash cards (Language Master cards) are examples of this type of material.

When examining a material in terms of its input mode, it is not sufficient merely to see which input mode is used. It is also necessary to examine it for distractability or clutter. That is, are there many colorful illustrations filled with many objects which can draw the student's attention away from the text? Are there many problems on the page, which can cause the student to lose his place or feel defeated? In the case of tapes or records, is there a distracting background either in terms of noise or music? In the case of a speaker, does he have a distinct voice, free from distracting mannerisms or accents?

Thus, it can be seen that examining the input mode of a material includes not just identifying that mode, but also being certain that the material is clear of distractions which prevent the student from learning most efficiently. As mentioned before, the teacher can reject the material at this point or can modify it, if the output mode and the skills needed match the learner.

OUTPUT MODES

Output modes are those ways in which the student demonstrates his ability to perform a task or shows that he understands what has been asked of him. Output can be verbal, as is the case when a teacher asks a question in class and a student responds in the same way. Verbal output also includes recording on tape or on audio flashcards. Output can also be

motor. Motor responses include pointing to an answer, nodding the head in agreement or shaking it in disagreement, or performing a task such as putting something together or sorting items by various attributes. Motor output also includes writing responses, using manuscript printing, cursive writing, typing, or braille writing. Since the written output mode is so complex, it has been separated from motor response in flowchart for ease in selecting an appropriate output mode.

The output mode that is used will depend upon the student's abilities. If the student is able to give a better answer by stating it on tape or by saying it aloud, then this technique should be selected. If the student has difficulties in the area of language, then an appropriate selection is a material which asks the student to check the correct response, draw lines to matching items, or perhaps sort objects which belong to the same set, such as all flash cards which add up to twenty. As was mentioned in the section on input modes, one specific output mode should not be used all of the time. Using a variety of input and output tasks may build the student's ability to respond in many different ways and will probably prevent the student from becoming bored.

SPECIFIC SKILLS NEEDED

The third area which must be examined when selecting an instructional material is really a group of questions which must be asked in regards to specific skills needed to use a particular material. Can the student understand the directions? In the case of a piece of equipment, such as an audio-flashcard reader, can the student turn the machine on and off, repeat if necessary, make needed adjustments? With materials in the content areas, one should examine them for reading or language skills beyond the student's ability. Is the material self-checking and, if so, does the student know where and how to find the answers?

Each material examined in this way will present its own set of questions to be answered. The teacher must ask herself, "What skills does the student need in order to properly use this material?" As in the case of input and output modes, equipment, taping the directions for a kit, or having the student check with an aid before using an answer key.

GUIDELINES FOR EVALUATION METHODS AND MATERIALS

GENERAL GUIDELINES

1. Determine what input and output the material requires.
2. Determine generally what kind of mediation processes are required.
3. Evaluate the structure of the materials:
    - A. Auditory
        1. What kinds of directions
            - a. Length
            - b. Complexity
            - c. Vocabulary
        2. Other auditory skills required
            - a. Analysis-synthesis (blending, etc.)
            - b. Memory
    - B. Visual
        1. Complexity of visual material
        2. Structure of page - spacing, use of color, etc.
        3. Amount on page
        4. Size of writing or pictures
        5. Does the exercise include visual memory?
    - C. Kinesthetic
        1. If writing is required
            - a. How much is required, will child overload?
            - b. Type of writing - cursive or manuscript?
            - c. Structure for writing - what kinds of lines, space?
        2. Other motor skills
            - a. Does child have to imitate a movement?
            - b. How many motor movements must he sequence?

D. Integrations

1. Is the task purely auditory or visual?

2. If both auditory and visual, does auditory or visual come first? Are they simultaneous?

3. Is writing required? From a visual, auditory or visual stimulus?

RESOURCE SPECIALIST TEACHERS

CLASSROOM MODIFICATIONS OF WRITTEN MATERIALS FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS

	Deficits Addressed
1. Reduce the number of items or questions on a page of work.	Visual Figure-Ground
2. Allow for more space on a page between columns and problems. (It may require graph paper so student can line up problems more accurately.)	Visual Figure-Ground Visual Spatial Relationships Fine Motor Skills
3. Make questions more finite by adding extra questions on the same topic to attain a better picture of the student's knowledge of a subject area being taught in the regular classroom. Use brief sentences/questions.	Visual Memory Transferability of Information
4. Use larger print books, materials, or primary typewriter.	Visual Acuity Visual Perception
5. Where appropriate, use yes/no or multiple choice answers on tests rather than sentence completion or essay. (Space the questions appropriately, not too much information on a page--do not use traditional answer sheets because they require too many "other" skills.)	Visual Memory Visual Closure Transferability of Information Spatial Relationships Fine Motor Skills
6. Use outline format techniques for introducing key information needed. This way only the salient information is identified for learning and irrelevant information is eliminated.	Spatial Relationships Transferability of Information
7. When preparing students for competency-based types of skills, such as filling out an income tax statement or an application for work, use the original (or facsimile) form rather than having the student read a question and answer down below.	Visual Spatial Relationships Eye-Hand Coordination Skills Visual Memory Transferability of Information
8. When using reference skills--type instruction and/or testing, have all materials needed for a specific task on the same page rather than requiring the student to refer back to map or previous reference.	

GENERAL SUGGESTIONS FOR THE REGULAR CLASSROOM TEACHER

CHILDREN WITH ORTHOPEDIC DISABILITIES OR SPECIAL HEALTH CONDITIONS

Crippling and health conditions include various allergies, asthma, arthritis, diabetes, epilepsy, cerebral palsy, spina bifida, muscular dystrophy, amputation and absence of limb(s), paralysis, and terminal illnesses such as cancer. Other general health conditions which may interfere with or adversely affect learning are nutritional deficiencies, marked deviations in weight and/or height, poor posture and body mechanics, and heart problems.

These latter conditions may be symptoms of more serious health problems, so the alert teacher should observe and record such symptoms and report them to appropriate persons (school nurse, parents, etc.). It is important to remember that teacher observations can alert parents and doctors to possible problems.

Because children with crippling or health conditions represent an extremely heterogeneous population, educational services will range from full-time special class placement to full-time regular class placement with only minimal modifications or resource help.

In most cases, however, the curriculum will be the same as for non-handicapped students. A main difference may be that, in cases where the condition necessitates frequent hospitalization or absence from school, the child may be behind the regular class. In such cases, the resource teacher(s) should provide the necessary assistance.

General Educational Considerations for the Regular Classroom Teacher:

1. The teacher should become familiar with the district's health policies, regulations and emergency procedures.

2. The teacher should become familiar with the nature of the specific condition of each individual student with an orthopedic or health impairment.

3. In relation to the nature of the condition or impairment, it is important that the teacher work closely with the medical personnel, the school nurse, resource and support personnel, and the child's parents.

4. The teacher should learn proper maintenance of any special equipment the student may require (braces, wheelchair, crutches, prosthesis, etc.)

5. The teacher will need to learn general treatment procedures or what to do in each individual case (medication, appropriate treatment for diabetic coma, etc.).

6. The teacher should consider factors such as fatigue, amount of appropriate exercise needed, activities to be avoided, proper hygienic care, etc.

7. The teacher should be aware of an familiar with the role and responsibilities of resource personnel.

8. In all cases, the child should be treated as "normally" or non-handicapped as possible.

GENERAL SUGGESTIONS FOR THE REGULAR CLASSROOM TEACHER

CHILDREN WITH SPECIFIC LEARNING DISABILITIES

Children with specific learning disabilities have, by "definition," just four general characteristics in common. They have:

1. average or above-average intelligence or ability
2. adequate sensory acuity (i.e., they are not visually or hearing impaired)
3. significant discrepancy between ability (expected achievement) and actual school achievement
4. educational opportunity (availability of schooling, adequate health, etc. - They are not "educationally deprived").

These children may demonstrate any combination of the following symptoms. However, it isimportant to realize that the presence of one or more of these symptoms DOES NOT ALWAYS mean that the student is learning disabled. Careful diagnosis and treatment are important in helping learning disabled children.

1. Lack of gross and/or fine motor coordination
2. Perceptual Disorders
3. Memory Disorders
4. Perseveration
5. Distractability
6. Symbolizations
7. Hyperactivity
8. Hypoactivity

Combinations of these characteristics result in difficulties in the basic psychological processes involved in receptive, integrative or expressive processes in using spoken or written processes. These symbolic processes are manifested as a combination of disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. These disorders may not be remedial in nature, in which case compensatory teaching is appropriate. Instruction is often based on learning styles.

The resource teacher should be able to provide specific suggestions for the regular classroom teacher.

The following are some "general" guidelines for working with learning-disabled children who have difficulties with attention span, hyperactivity, and related organizational problems.

1. Structure the learning environment and tasks for the student. Set specific standards and limits--make the rules few and simple.

2. Be consistent with everything--directions, rules, discipline, organization, etc.

3. Establish clearly stated and understood consequences for rule infractions.

4. Present directions simply and briefly.

5. Don't assign too much at once--use a step-by-step procedure.

6. Shorten assignments or break into segments so as not to be overwhelming - and so it is possible for the student to complete the task. Present one task at a time.

7. Allow necessary "breaks" or time out between activities.

8. Allow appropriate ways and times for the child to expend extra energy.

9. Involve the student in recording academic progress, behavior, etc.

10. Try to improve one behavior at a time.

11. Reward appropriate behavior.

12. Help the child organize desk, belongings, materials by providing boxes, folders, etc.

13. Increase attention span by removing distractions. Make sure the child has on his/her desk at any given time only the essential materials necessary to complete the task.

14. Break the learning tasks into sequential steps.

GENERAL SUGGESTIONS FOR THE REGULAR CLASSROOM TEACHER

THE HEARING IMPAIRED CHILD IN THE REGULAR CLASSROOM

I

The following is a "CHECKLIST" of behaviors or symptoms which may indicate a hearing problem. The teacher should be alert to these symptoms and make a referral to the appropriate person(s) (school nurse, audiologist, etc.) when a student exhibits any of these behaviors.

-- lack of attention

-- Turning ear or cocking head toward speaker

-- frequent requests for repetition

-- difficulty following oral directions

-- often loses place or doesn't follow along in oral activities (i.e., oral reading, spelling tests, etc.)

-- reluctance to participate in oral activities

-- lack of sense of humor

-- watches others to see what they do

-- tend to do better in small, close group situations or at close range

-- poor performance on spelling tests

-- discrepancy between expected and actual achievement

ADDITIONAL PERSONALITY AND BEHAVIOR PROBLEMS which may accompany a hearing loss

-- stubborn - or refusal to attempt tasks or to participate

-- shy or withdrawn

-- acting out, aggressive

-- generally "out-of-it"

-- super sensitive - cries easily

-- lack of socialization

SUGGESTIONS FOR THE TEACHER

1. Get all background information:

   -- the age of onset (which indicates degree or severity of language and speech difficulties)

   -- related language and speech problems

   -- amount of residual hearing - or hearing "efficiency"

   -- methods of communication

   -- whether or not the child has a hearing aid - if so, learn proper care of aid

2. Meet with the student - ask questions, get to know the child.

3. Obtain necessary help from resource personnel (language development and speech training will likely be necessary - and should be provided from resource personnel).

4. Arrange the seating to the child's best advantage - this is not necessarily in the "front row." Placement near the front of the room is the second or third row where the child can comfortably read lips and get visual clues from classmates around him/her is preferable in most cases.

5. Avoid speaking extra loudly or exaggerating lip movements. Speak naturally and enunciate distinctly, but again without overemphasis or exaggeration.

6. Face the class as much as possible - avoid speaking while back is turned to write on the board. Keep hands, books, etc. away from face while speaking and stand in one place while talking. Also, avoid standing in poorly lighted areas of the room or with your back to a window or other source of light which would tend to shadow the face area.

7. Encourage the hearing impaired child to turn around to see the faces of other classmates when they are participating in class activities. Allow the hearing impaired child to change seats whenever necessary to be in an advantageous "hearing" and "seeing" position.

8. Do not overestimate the hearing aid. The child may appear to be attending and may hear you speaking, but may be unable to distinguish words from the extraneous amplified background sounds. Remember that hearing aids amplify all sound, not just speech sound, and this can be more of a disadvantage than an advantage to the hearing impaired.

9. Remember that this child must use more effort to attend auditorially. Also, he/she is constantly straining visually to see not only what is written but also to see what is said. Therefore, the hearing impaired child will become fatigued sooner than other children.

10. Sometimes it is helpful to tell the child in advance (or provide an outline of what will be studied next). This provides him/her an opportunity to read ahead and follow along with more ease.

11. Provide visual aids as much as possible in all lessons.

12. Note any health problems such as common colds, influenza, throat infections, ear infections, etc. They should be given immediate medical attention.

GENERAL SUGGESTIONS FOR THE REGULAR CLASSROOM TEACHER

THE VISUALLY IMPAIRED CHILD IN THE REGULAR CLASSROOM

1. Include the visually handicapped child in all activities--physical education, field trips, etc. The resource teacher can offer suggestions, aids, and special equipment.

2. Apply the same disciplinary rules and consequences for infractions of the rules as for the rest of the class.

3. Allow necessary additional work and storage space to accommodate special materials such as a braille typewriter, bulky large type or braille books, tape recorder, etc.

4. When approaching the visually handicapped student, state your name to identify yourself. Encourage other class members to do the same.

5. When involving the student directly in class discussions, activities, or whatever, always refer to him/her by name.

6. Always provide verbal clues and reinforcement in teaching.

7. Organize classroom and seating so the visually handicapped student can move about freely with minimal obstacles.

8. Arrange preferential seating for the visually handicapped in regard to the range and degree of visual efficiency. Encourage the use of whatever residual vision is present in the student.

9. Provide manipulatives and concrete objects, tactile examples, models, etc., whenever possible.

10. Consider the educational needs and expected achievement of the visually handicapped student in terms of his/her individual ability and aptitude rather than in relation to a visual disability.

11. In presenting lessons, provide verbal reinforcement and use demonstrations, models, tactile objects when possible to utilize senses other than (or in addition to) vision.

12. Arrange the classroom environment so that it is visually conducive to comfortable visual tasks. Remember that regular lighting is not necessarily the best for visually impaired students.

13. Consider concept developments that are realistic and meaningful for the non-sighted student and avoid imposing artificial concepts which cannot be understood or appreciated because of visual limitations.

14. Treat the student as other members of the class in regard to grading, assignments, participation, etc. Be careful not to over-protect or "play favorites."

15. Provide concrete, first-hand educational experiences for the visually impaired student.

16. When in doubt, ask the student.

17. In some cases it is helpful to assign a sighted "buddy" to the visually handicapped student - but the teacher should exercise caution and good judgment when doing so.

18. Obtain the necessary support and assistance from resource personnel.

GENERAL SUGGESTIONS FOR THE REGULAR CLASSROOM TEACHER

CHILDREN WITH LIMITED INTELLECTUAL CAPACITY IN THE REGULAR CLASSROOM

It is generally believed that a mentally retarded child is one who has a sub-average rate of cognitive development and whose condition is characterized by: some limitation in educational development, some degree of social inadequacy, and some possible limitation in physical development. Mental age rather than chronological age is significant for educational purposes. Their learning style tends to be concrete and instruction should be developmental rather than remedial in nature.

The following characteristics are related to a below normal level of mental functioning:

-- low tolerance for frustration

-- poor self-concept

-- below average language ability

-- difficulty conceptualizing and generalizing

-- difficulty conceptualizing and generalizing

-- "immature" interests compared with peers

-- less developed motor skills and ability

-- poor memory and attention span

In teaching the mentally retarded child in the regular classroom, the teacher should consider what aspects or components of each particular subject are MOST ESSENTIAL to this child.

Instruction must be individualized.

SUGGESTIONS TO HELP:

1. low tolerance for frustration - Seek to determine or understand the cause so the probabilities of frustration can be lessened. Shift activities more frequently. Consider difficulty and length of activity in regard to child's mental ability level.

2. poor self-concept - Treat the child as responsible. Help develop a realistic basis for self-appraisal. Be sincere and honest, but not "patronizing." Reward each phase of achievement.

3. poor memory and attention span - Present everything in gradual increments with frequent review and shorter assignments. Relate new materials to previous learning and experiences. Lessons should be concrete rather than abstract and simple rather than complex.

SCREENING CHECKLIST

SCREENING CHEC' LIST FOR CLASSROOM TEACHERS

Name of child _____ Birthdate _____ Age ____ Grade _____

School _____ Teacher _____ Date _____

DISCREPANCIES

Indicate positive assertion by ( )

___ A. Does better in some individual tests than in group tests.

___ B. Does better in some group tests than in individual tests.

___ C. Performs better in class than indicated by assessment of potential on group IQ tests.

___ D. Does not perform as well in class as group IQ tests.

___ E. Scatter or uneven profile on school achievement and/or IQ tests.

___ F. Erratic in performance. Does well at times, poor at times.

___ G. Achievement discrepancy in different subjects--high in one, low in another.

___ H. Scores on achievement tests below grade level.

___ I. Better on tasks where does not have to verbalize.

___ J. Better on tasks where can verbalize.

___ K. Better in arithmetic than in reading.

___ L. Better in reading than in arithmetic.

___ M. Learns reading better by whole word approach.

___ N. Learns reading better by phonetic approach.

___ O. Cannot learn to read by either whole word or phonetic approach.

___ P. Is noisy and disruptive in classroom.

___ Q. Is so quiet, can forget student is in classroom.

___ R. Understands spoken instructions better than written instructions.

___ S. Understands written instructions better than spoken instructions.

Key for remaining sections:

Write ___ (check) if statement is true.
NA (not applicable) if task is not yet required for his grade level.
CND (cannot do) if judgment or comparison cannot be made as child has been unable to learn the task.
DNK (do not know) if teacher has not had opportunity to discover child's ability or limitation.

All false statements remain blank.

AUDITORY DIFFICULTIES

___ A. Formulation and syntax errors in spoken language.

___ B. Difficulty understanding spoken directions unless they are shortened and simplified.

___ C. Speech not as clear as should be for age level.

___ D. Quiet, not talkative.

___ E. Difficulty "finding" words for speech--substitutes words like "thing," "watchmacallit" for nouns.

___ F. Poor vocabulary, especially when questioned for oral definitions.

___ G. Difficulty or slowness in organizing thoughts for expression.

___ H. Uses phrases or single words rather than sentences.

___ I. Difficulty retaining directions or information obtained auditorially.

___ J. Difficulty discriminating consonant sounds--hears mat for bat, tab tap, betting for bedding.

___ K. Does not hear rhyming words.

___ L. Difficulty discriminating and learning short vowel sounds.

___ M. If given a word has difficulty sounding word out, sound by sound, as "cat" is made up of K-a-t.

___ N. Cannot pick out initial, middle, or final sounds of words.

___ O. If given sounds of a word, difficulty knowing what word is (blending k-a-t into cat).

___ P. Difficulty relating printed letters to their sounds (as "f," "pl," "ide").

___ Q. Cannot separate sounds which make up blends, as "fl" has sounds of f-f-f ... l-l-l.

___ R. Spells and reads sight words more correctly than phonetic words.

___ S. Has difficulty sequencing syllables or letters in speaking, reading and/or oral spelling as pasghetti for spaghetti; contustition for constitution; calapiller for caterpiller.

___ T. Written spelling slightly superior to oral spelling.

___ U. Prefers visual activities (drawing, sports).

___ V. Difficulty learning syllabication and accent.

___ W. Silent reading better than oral reading.

___ X. Comprehension of reading material below reading ability.

VISUAL DIFFICULTIES

___ A. Visually confuses letters or words which appear similar, as ram-ran, ship-snip.

___ B. Slow to recognize letters as looking the same or different.

___ C. Reverses or inverts letters during reading and/or spelling as p,q, and c, w-m and u-n.

___ D. Difficulty learning sequences of letters in reading and/or spelling, as saw-was, stop-spot.

___ E. Difficulty retaining visual information such as how pictures or rooms look or what letters and/or numbers look like.

___ F. Drawings are inferior and lacking in detail.

___ G. Difficulty putting puzzles together or arranging letters to form words.

___ H. Does poorer on visual tasks than on auditory tasks.

___ I. Prefers auditory activities such as class discussion, story-telling, to less verbal activities.

___ J. Does not do well in activities which require reading instructions.

___ K. Confuses identification of right-left in relationship to own body parts, on body parts of others, on pencil-paper assignments, or when moving about the room or a building.

___ L. Difficulty learning how to tell time.

___ M. Difficulty learning order of the days of week or seasons of the year.

___ N. Inability to read graphs, maps, globes or floor plans.

___ O. Difficulty judging distances.

___ P. Difficulty spacing letters and/or words appropriately.

KINESTHETIC OR MOTOR DIFFICULTIES

___ A. Difficulty imitating gestures, especially face to face.

___ B. Difficulty recalling motor patterns used in daily life if objects are not present (e.g., recalling how to move to answer telephone).

___ C. Poor coordination for self-help, tying shoes, buttoning, etc.

___ D. Poor balance.

___ E. Cannot copy appropriate to age because of poor coordination.

___ F. Cannot copy appropriate to age for reasons other than poor coordination.

___ G. Does poorly on any pencil-paper task or will not attempt these.

___ H. Written spelling significantly lower than oral spelling.

___ I. Difficulty executing motor patterns for speech resulting in inarticulate or mumbled speech.

___ J. Difficulty remembering how to write letters although can remember what they look like.

___ K. Difficulty keeping time to music, marching, skipping, cutting.

___ L. Cannot stay within lines when coloring.

___ M. Poor pencil grasp.

BEHAVIOR SYMPTOMS

___ A. Aggressive, irritable, then remorseful.

___ B. Impulsive - lacks self-control, touches and handles things.

___ C. Withdraws - on the outskirts of activities.

___ D. Easily excitable, over reacts.

___ E. Erratic behavior. Quick changes of emotional response.

___ F. Hyperactive.

___ G. Hypoactive.

___ H. Unable to concentrate on one activity for long.

___ I. Short attention span compared to peers.

___ J. Easily distracted by noise, color, movement, activity, detail.

___ K. Tendency to become locked in a simple repetitive motor activity.

___ L. Repeats verbally when no longer appropriate. (perseverates)

___ M. Pays attention to everything, tends to their own business.

___ N. Disorganized.

___ O. Attention jumps from one thought to another.

___ P. Does better work when shut away from distractions.

___ Q. Requires more than usual amount of individual help and attention in order to learn.

___ R. Dislikes school, especially during reading, writing, or arithmetic periods.

___ S. Cannot complete work independently.

OTHER AGENCY AND PARENT REPORTS

In reviewing other information on a child with the goal in mind of developing a list of needs and objectives, the following parameters may be useful to consider.

1. Are there any significant health problems that may influence the child in school?

   a. Allergies, bladder problems, chronic ear, nose or throat infections, seizures, etc.?

   b. Is the child on medication? How often? For what?

   c. Does the child need glasses, wear a hearing aid?

2. Are there any emotional problems that are interfering with the child's functioning? List and tell how they interfere?

3. Does the home situation present any problems to the child?

4. Does the child present a problem at school? What does he do? How has it been handled in the past?

SELF REPORTS

Talking directly with the child to find out how he perceives the problems should be an important part of your evaluation.

Children are often very aware of what is difficult and what is easy for them, and they are usually delighted to tell you. Also, finding out what their interests are helps to design a program that is unique to the individual child.

The following reading attitude inventory seems like an interesting, fairly non-threatening way that may be used to find out how a child is feeling. Any questions could be inserted to modify this for your needs.

Some basic questions that may be asked of a child are:

1. How do you feel about going to school?
2. What is the favorite thing you do in school?
3. What don't you like to do?
4. What kinds of things do you do after school?
5. Do you have more friends at school or at home?
6. If you could have someone help you with something that you're having trouble with in school, what would you like help in?

CLASSWORK

A sample of the child's classwork can provide you with many clues about his strengths, weaknesses and functioning in class. Some of the main things to look for are:

1. Does he complete his assignments?

2. How is the organization of his work?

3. What is his writing and drawing like?

4. What kinds of errors does he make?

    a. Reversals
    b. Spacing
    c. Words phonetic or non-phonetic

As you work and discover other information that can be obtained from the child's work, keep a list. It will serve as a handy reference when evaluating a child.

CLASSROOM OBSERVATION

When you are evaluating a child, one important aspect to consider is how the child functions within the classroom as compared with a one-to-one testing situation. Since most teaching of the child will go on within the classroom environment, it is important to consider how the child responds to the varied components of the classroom. When analyzing a classroom environment, there are some important components to consider. They are listed on the Classroom Observation Checklist on the next page.

CLASSROOM OBSERVATION CHECKLIST

Classroom structure -

Children in rows - teacher in front
Children around tables
Learning centers
Other
Aide?

Class environment -

Noise level
Amount of movement
Amount of visual material in room
How kids get attention when need help - talk

Teaching approach -

How teacher gives directions
1. One step at a time or many
2. Simultaneous visual and auditory input or purely auditory
3. Repeats?

Types of materials used -
ditto sheets
state texts
machine-tapes, language master, etc.

Structure of the lessons
all children work together
individualized
is lesson teacher-directed?

Structure of the day
same general schedule each day
written plan for day
how handles transition periods
consistent plan or way of checking papers, handing them in, etc.

Teacher -

Amount of talking - too much, not enough
Lack of attention from kids
Does she have realistic expectations of kids?
Method of discipline
Talks at kids or with them
Basic control of children in class

Child -

How long child attends to specific task
Distracted by noise, movement, visual stimulation
Is on same program as other children or individualized?
Can he follow directions?
Movement level - hyperactive
How he gets teacher's attention

Teacher contact with child - positive or negative
Does the child have difficulty changing seats for periods?
Are there specific times of the day he has more problems - when what is going on?
Does he like certain activities - what are they? What is going on?

SUGGESTIONS THAT MIGHT BE USED WITH THE TEACHER

Giving directions

Give one step at a time.
Have children hold up materials - "Show me your book, paper, pencil," etc.
Have children demonstrate and verbalize what's happening - "What did I say?"

When ready to start -
"Rest for a minute, then I say start, start task, it will go for 15 minutes."
"Those of you who do not understand, please raise your hands."

Correcting work

Tie red pencils in the corner of the room with the correct answer sheet. Children correct by themselves. Circle the problem if it is wrong and then correct.

Rules: 1 child at a time - write name on board for order of coming up. Have a designated area to put finished paper.

Getting attention from teacher when help is needed

Set up definite structure for getting help--
Children come up one at a time - three chairs for other children who need help to wait in.
Technique so that children will not come up for attention, but just when they really need help.
"Are you sure you really don't understand it?"

Dealing with children who have finished task before end of period

Give two alternatives - example, library books, on-going arts and crafts project.

Once they select a task, they must stay with it until the end of the period.

This list can be expanded greatly. Are there special things that have worked for you? If so, keep a written record for future reference. Have participants share ideas. Write up and hand in. We put together and hand back idea packet.